

# **Nettleham Church of England (Voluntary Aided) Junior School**

## **Curriculum**

### **Our School Vision**

As a Christian school we believe that every member of our community should feel wonderful, amazing, loved, valued and unique, because God made us that way. We encourage all our children to achieve the highest possible standards and develop skills to be lifelong learners. Our school values are: Trust, Humility, Thankfulness, Koinonia, Friendship and Endurance.

### **Our Curriculum Vision**

Our curriculum is rooted in our school's Christian identity and reflects our values and vision. Thorough academic learning is balanced and enriched by a wide variety of creative, sporting and musical experiences. We aspire to give all our pupils the opportunities, skills and knowledge to have the best possible chance in life.



# Rationale

## Intent

The Church family is at the heart of our curriculum and our curriculum is taught in such a way as to reflect our values and vision. Our curriculum is based on the principles of balance, coherence and relevance. The curriculum is infused with a well thought-out variety of academic challenges balanced with an array of creative, musical and sporting enrichment opportunities whilst also nurturing personal development. Spiritual, moral, social, cultural development, along with physical and mental wellbeing, underpins all our work. These elements have been carefully considered in designing a broad, balanced and ambitious curriculum for all, which gives children the knowledge to succeed and the skills to become lifelong learners, whichever path they take. We have an aspiration for our children to be successful, independent, resilient, proactive learners, well rounded, passionate pupils so they develop the skills, knowledge and understanding that will set them in good stead for future learning and to give them the best possible chance in life. This is provided in a safe atmosphere of mutual trust, respect and support. We strive to be an inspiring learning community for all which reflect the school and village locality, heritage and community.

## Implementation

Pupils learn best when they are happy, confident and interested. They are supported and challenged by staff through a variety of teaching methods to make connections between different subjects and link this to their own life experiences and prior knowledge. In this way knowledge is retained and learning becomes secure and embedded. Misconceptions are closely monitored and children receive effective and timely feedback. Children are encouraged to take responsibility for their own learning and identify their own mistakes, rectifying them where possible and appropriate.

Staff have excellent subject knowledge, which is constantly being developed, and they use this effectively to motivate all children. They ensure that the learning environment is attractive, stimulating and conducive to the development of knowledge, skills and concepts.

The curriculum is thoroughly enriched with a broad range and variety of trips, visitors and engaging experiences both within lessons, throughout the day and extra-curricular activities to enhance pupil provision. Pupils are regularly encouraged to explore their creativity and imagination through diverse music, sports and art projects and experiences.

Formative and summative assessment are regularly used to inform teacher judgements of attainment and progress allowing staff to identify any gaps and provide suitable levels of intervention, support and challenge. Results are tracked and monitored through our own assessment system and then analysed by subject leaders and senior leaders. All subjects have clearly mapped out skills and knowledge progressions, so prior knowledge is effectively built upon. Marking and feedback is used effectively to further learning, set targets, praise, inform planning, correct misunderstanding, assess, recognise success and showing children next steps to improve through reflecting on comments and personal goal setting.

The whole school family work hard to motivate and inspire our pupils to prepare them for the world they live in today and for life.

### **Impact**

As a result of our broad and rich curriculum, pupils develop detailed knowledge and skills across a range of subjects, recalling and retaining facts and ideas appropriately, and, as a result, achieve well. Where relevant, this is reflected in national test results, where children meet government age related expectations. All pupils read competently and fluently to gain knowledge, understanding and for pleasure. Pupils are given the necessary skills and values to be ready for both the next stage of their education and for their future lives in the wider world. We instil all our pupils with good morals and values to enable them to become tolerant and compassionate individuals.

The effectiveness of our curriculum design is regularly monitored and evaluated by leaders, and adjusted if necessary to ensure the best possible outcomes for all our pupils.



# RE

Broad Aims    **Understanding Christianity units**    Local Agreed Syllabus    Local Agreed  
 Syllabus Additional units    Key concepts

	Year 3	Year 4	Year 5	Year 6
<b>Skills Progression</b>				
<b>Christianity /Islam/ Hinduism and non-religious views</b>	<b>To know about religion:</b> To be able to name and talk about different religious stories To be able to retell stories and suggest meaning To begin to be able to describe and connect religious knowledge and ideas together <b>To understand the impact of religion:</b> To recognise and connect religious ideas To be able to ask questions sensitively and give thoughtful responses <b>To use investigative and enquiry skills:</b> To be able to find out about religions To collect and use ideas To consider and discuss questions		<b>To know about religion:</b> To understand ideas To be able to explain why and explain impacts To be able to appreciate and appraise differences <b>To understand the impact of religion:</b> To develop own ideas reasonably To be able to explain diverse viewpoints clearly To be able to express insights <b>To use investigative and enquiry skills:</b> To be able to apply ideas thoughtfully To be able to investigate and explain diversity To be able to enquire, interpret, argue	
	<b>Knowledge Progression</b>			
	Year 3	Year 4	Year 5	Year 6
<b>Christianity</b>	<b>God/Incarnation</b> <b>What is the Trinity?</b> To understand Christian beliefs about God- God as Father, Son and Spirit. Children will identify differences in the Gospels and the letters of the NT. They will offer suggestions about baptism and what the Trinity might mean. They will explore the texts and say what these might mean for Christians today. They will explore how Christians show their beliefs about God the Trinity by their lifestyle choices and how they worship <b>(Creativity – artwork)</b> <b>Salvation</b> <b>Why does Easter matter to Christians?</b> <b>Why do Christians call the day Jesus died ‘Good Friday’?</b> Recognise that	<b>Creation</b> <b>What do Christians learn from the creation story?</b> Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians <b>(creativity – poetry and artwork linked to theme)</b> <b>(responsibility – humans and our responsibility for the world)</b> <b>(well-being – spending</b>	<b>Salvation/Incarnation</b> <b>What difference does the resurrection make for Christians?</b> <i>[How do Christians behave/act because of their beliefs about Jesus and the resurrection?]</i> Outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms. Suggest meanings for narratives of Jesus’ death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how	<b>Creation</b> <b>Creation and Science: Conflicting or Complementary</b> Outline the importance of Creation on the timeline of the ‘big story’ of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their

Year 3

Year 4

Year 5

Year 6

Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. After half term children will Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing

**time in and appreciating creation)**

**Pilgrimage**  
*Pilgrimage (including Christianity)*  
*[Environmental impact of pilgrimage]*  
 Children will explore pilgrimage as a significant journey carried out for special purposes. They will explore the differences between religious and non-religious pilgrimage and talk about what makes a religious pilgrimage sacred. They will look at key pilgrimages from Islam, Hinduism and Christianity and establish the key features of these and how they relate to beliefs about God, the world and other humans as well as consider how there is a conflict between beliefs about the environment and how pilgrimages affect the environment.  
**(Passion – people's faith leads them to go on a pilgrimage)**  
**(well-being – connecting with God and a sacred place)**

Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice.  
**(Well-being – Eucharist being made right with God)**  
 Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires them.  
**Was Jesus the Messiah?**  
 Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far

study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. Identify the type of text that Psalm 8 is, and its purpose. Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. Show understanding of why some Christians find science and faith compatible. Respond to the idea that humans have great responsibility for the Earth. Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints.  
**(Diversity – different beliefs about how the world came to be)**  
**(Responsibility – stewardship of creation – God's command to humans)**  
**(Well-being – being connected to creation)**  
**(Creativity – artwork, poetry to express ideas)**  
**God (Holy or Loving)**  
**What does it mean if God is loving and holy?**  
 Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts

Year 3

Year 4

Year 5

Year 6

some ideas of their own clearly.  
**(Community – how different communities celebrate Easter)**  
**(Responsibility – the responsibility of Jesus’ death)**  
**(Passion – passion of the cross)**  
**Resilience – going through trials – Jesus went through them too)**  
**(Humility – Jesus washing his disciples feet)**  
**(Happiness/enjoyment – celebrations)**

the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives.  
*[Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn’t?]*  
**(Responsibility – who is responsible for Jesus’ death, exploring the responsibility humankind)**  
**(Celebration – Easter and Christmas)**  
**(Diversity – difference in how celebrate within different denominations of Christianity)**  
**(Resilience – Jesus went through trials, understanding that we need to be resilient in difficult times)**  
**(Passion – Easter story and concept of salvation)**  
**Expressing beliefs through the arts**  
*Expressing Beliefs through the Arts (including Christianity)*  
*[Reasons why some people may not use pictorial representation to express belief, e.g. Muslims; Spirited Arts competition run by NATRE]*  
 This unit focuses on some of the ways in which music, art and drama are used to express aspects of faith. The main focus is on Christianity and Islam, with reference to Hinduism. The unit provides opportunities for children to

and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.  
**(Spirituality – nature of God)**  
**(Diversity – differing beliefs about the nature of God)**



Year 3

Year 4

Year 5

Year 6

			<p>experience how certain art forms can be used to express feelings, emotions and intentions and to learn how these are used in a religious context to express faith.</p> <p><b>(Creativity – art, poetry, music, dance, drama)</b>  <b>(Happiness/enjoyment – joy of creativity)</b>  <b>(Passion – passion plays at Easter)</b></p>	
<b>Islam</b>	<p><b>God (Islam)</b>  Children will explore what the word ‘GOD’ means for those who align themselves with <b>Islam</b> and Hinduism. They will explore names for Gods/Deities and understand how these are found in sacred texts and stories. <b>They will begin to explore beliefs about God that affect how these people may live out their lives.</b>  <b>Concepts of Tawhid- the oneness of Allah</b> and the relationship of the Trimurti to devotees.. They will also explore the role of messengers and messages from sacred texts.</p>	<p><b>Community (Islam)</b>  <i>[Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i>  Children will look at stories at creation from a Hindu and Muslim perspective. We also explore how celebrations and worship interacts with the natural world and how these also bring people together. We will then explore how each religion is expressed by expression of worship and devotion.  <b>(community – how faith is lived out in communities)</b>  <b>(Enjoyment/happiness – celebrations)</b>  <b>Pilgrimage</b>  <i>Pilgrimage (including Christianity)</i>  <i>[Environmental impact of pilgrimage]</i>  Children will explore pilgrimage as a significant journey carried out for special purposes. They will explore the differences between religious and non-religious pilgrimage</p>	<p><b>Being Human (Islam)</b>  <i>[The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i>  <b>How does faith and belief affect the way people live their lives?</b>  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  Examples of contemporary individuals from both faiths  <b>(community – coming together to worship, zakah, sawm, sallah, shahadah, hajj – all bring together as community)</b>  <b>(Morality – beliefs and practices impact life choices)</b></p>	<p><b>Life Journey</b>  <i>[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]</i>  <b>What do Muslims do to celebrate birth?</b>  Birth of a baby as a blessing – aqiqah ceremony, why belonging is special  Call to prayer (adhaan) into baby’s ear and taste of something sweet  Shaving of head, weighing of hair  How do Muslims show they belong?  Birth – choice of names, the qualities of people associated with certain names  Role of Madrasahs, e.g. training to become Hafez  <b>(Community – family community)</b>  <b>(Morality – life choices due to beliefs and practices)</b></p>

Year 3

Year 4

Year 5

Year 6

		<p>and talk about what makes a religious pilgrimage sacred. They will look at key pilgrimages from Islam, Hinduism and Christianity and establish the key features of these and how they relate to beliefs about God, the world and other humans as well as consider how there is a conflict between beliefs about the environment and how pilgrimages affect the environment.</p> <p><b>(Passion – people’s faith leads them to go on a pilgrimage)</b>  <b>(Well-being – connecting with God and a spiritual experience)</b></p>		
<b>Hinduism</b>	<p><b>God (Hinduism)</b>  Children will explore what the word ‘GOD’ means for those who align themselves with Islam and <b>Hinduism</b>. They will explore names for <b>Gods/Deities and understand how these are found in sacred texts and stories. They will begin to explore beliefs about God that affect how these people may live out their lives.</b>  Concepts of Tawhid- the oneness of Allah and <b>the relationship of the Trimurti to devotees..</b>  They will also explore the role of messengers and messages from sacred texts.  <b>(community – as part of celebrating festivals)</b></p>	<p><b>Community (Hinduism)</b>  <i>[Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i>  Children will look at stories at creation from a Hindu and Muslim perspective. We also explore how celebrations and worship interacts with the natural world and how these also bring people together. We will then explore how each religion is expressed by expression of worship and devotion.  <b>(community – how faith is lived out in communities)</b>  <b>(Happiness/enjoyment - celebrations)</b></p>	<p><b>Being Human (Hinduism)</b>  <i>[The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i>  <b>How does faith and belief affect the way people live their lives?</b>  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?  <b>(Community – coming together to worship, dharma – providing alms and hospitality)</b>  <b>(Morality – beliefs and practices impact life choices)</b></p>	<p><b>Life Journey</b>  <i>[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]</i>  <b>How do Hindu’s show that they belong?</b>  Samskaras (passage of life)  Birth – namkarna (naming ceremony), jatakarma (welcoming the baby into the family)  Ear piercing (karnavedha) and first haircut (mundane)  Upananyana or sacred thread ceremony</p>



Year 3

Year 4

Year 5

Year 6

	Year 3	Year 4	Year 5	Year 6
<b>Non-Religious Beliefs</b>				<p><b>(Community – family community)</b> <b>(Morality – life choices due to beliefs and practices)</b></p> <p>Do you have to believe in God to be good? <i>[Opportunity to study Humanism/atheism and explore e.g. issues of social justice]</i> Scientific and Humanist viewpoints regarding creation</p> <p><b>Rites of Passage for non-religious people (birth, life, marriage, death)</b> Other religions included to make links: Bar/Bat Mitzvah in Judaism and confirmation, christening, baptism in Christianity. How do 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.</p> <p><b>(Morality – life choices)</b></p>

