

GREENFIELDS COMMUNITY PRIMARY SCHOOL VALUES:

Be Amazed - Stay curious and follow your dreams. Never lose your sense of wonder.

Be Brave - Confront your fears and take a chance. Mistakes are the best lessons.

Be Original - Never stop asking questions. Seek out the answers.

Be Bold - You are capable of changing a situation. Become the explorer of tomorrow.

GREENFIELDS COMMUNITY PRIMARY SCHOOL INTENT:

The Greenfields curriculum is driven by our school values. There are clear links between what we say the ambition for our children is and how we intend to achieve it. It is our aim to enable our children to stand on the shoulders of those that have gone before and create things which may well help them fuel solutions to society's problems. In selecting specific content, staff celebrates and embraces the different backgrounds, heritage, language and traditions of all the children living in this country as well as introducing them to the best that has been thought and said in the past and present. Over the course of the academic year, children will have the opportunity to explore more deeply each of our school values in a planned and progressive way.

GREENFIELDS COMMUNITY PRIMARY SCHOOL IMPLEMENTATION:

How the Greenfields curriculum works: Our curriculum is unique to our school and our children. Our values underpin the curriculum at Greenfields which allows our children to understand in explicit detail our ambition for them; what it means to be a part of our school. Teachers use the national curriculum objectives as a starting point to design the curriculum for their year groups, all the while thinking about how best to connect different content and skills in a meaningful way. This enables teachers to use the very best examples from across each subject discipline to foster the curiosity and fire ambition within our children.

Making meaningful links: Teachers use the overarching value for that term to link children's learning. Staff use our values as the starting point when making decisions about the lens through which very deliberate and specific content is viewed in individual subjects, ensuring that our children have the opportunity to develop progressive knowledge, skills and behaviours, and that these assimilate over time through many different experiences and opportunities offered across school; we are building schemas.

The extended Greenfields curriculum: Across the school, from Pre-school to Year 6, embedded within the Greenfields curriculum is the understanding that 'real life' experiences and outdoor learning are vital to children achieving their best. Experiences and visits are planned in a progressive way across school, ensuring that there is a core offer across children's career at Greenfields.

... be amazed...

This value in our curriculum is all about fostering a sense of curiosity by introducing our children to the widest of worlds including the most spectacular that the human and natural world has to offer. In the Early Years, this begins by looking at finding wonder in the everyday; changing of the seasons, a growing plant, simple cause and effect. With our eldest children, we expose children to the finest examples of academia, the creative arts, science, sports, society and exploration; giving our children the very best and varied examples from which to aspire.

Subjects are linked in progressively and conceptually through our 'be amazed' value in the following way:

EYFS	KS1	LKS2	UKS2	AMAZED (Autumn 1)	
love, dreams, beauty	love, dreams, beauty	love, dreams, beauty	love, dreams, beauty		
	passion, creativity,	passion, creativity	passion, creativity		
		diversity, belief	diversity, belief		diversity, belief
			equality, values		equality, values

...be brave...

This value in our curriculum is to instil in our children the confidence to take a chance. Our children know that making mistakes are fundamental to learning. Resilience is not taught; it is a retrospective skill that is developed over time. Our curriculum gives our children the opportunity to build resilience by being confident to take the first step. In the Early Years, this begins by being willing to have a go at something new. In our eldest children, we prepare our children for the pressures of life beyond our school, both academic, social and personal, equipping them with skills to become strong and mentally healthy young adults with high self-esteem.

Subjects are linked progressively and conceptually through our 'be brave' value in the following way:

EYFS	KS1	LKS2	UKS2	BRAVE (Autumn 2)
empathy, fears	empathy, fears	empathy, fears	empathy, fears	
	consequence, mistake, strength	consequence, mistake, strength	consequence, mistake, strength	
		power, conflict	power, conflict	

			adversity, protest	
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...be original...

This value in our curriculum is all about fostering our children to be questioning and evaluative of all they see and hear. Our children are encouraged to think originally about what they have learnt and how to apply their learning between different situations. In the Early Years, this begins by establishing a voice for children who feel undaunted by sharing what they know, as only by developing what you know can you begin to question. In our eldest children, we look for opportunities to think of solutions that might not always be obvious; being selective and having the skills to prioritise information so that they can be effective in their efforts.

Subjects are linked progressively and conceptually through our 'be original' value in the following way:

EYFS	KS1	LKS2	UKS2	ORIGINAL (Spring)
change, identity	change, identity	change, identity	change, identity	
	individuality, freedom	individuality, freedom	individuality, freedom	
		wisdom, reform	wisdom, reform	
			morality, truth, faith	

...be bold...

This value in our curriculum encourages the skills of reflection to ensure children understand how they have gained the knowledge they have. Our children know that their learning is not defined by content but by developing the skill of using what they know. It is a combination of confidence and caution in the right measures and at the right time. In the Early Years, this begins by children initiating their own learning. In our eldest children, it is developing subtlety in their opinions and thoughts; understanding that others may hold different viewpoints, but that they are able to act with respect and tolerance.

Subjects are linked progressively and conceptually through our 'be bold' value in the following way:

EFYS	KS1	LKS2	UKS2	BOLD (Summer)
choice, responsibility	choice, responsibility	choice, responsibility	choice, responsibility	
	fairness, loyalty	fairness, loyalty	fairness, loyalty	
		influence, democracy	influence, democracy	
			justice, opportunity	

Across the school year, we have grouped together subjects that form the focus for the term or half term. We know that by giving children the time to immerse themselves in a subject in an experiential way which allows them to make purposeful connections and associations with prior knowledge, allows them to learn better. In essence, children who are given the opportunity to live and breath a subject as they are learning it, remember more. The children are given the opportunity to consolidate their learning over multiple sessions, rather than concentrating the same amount of practice into one session. We ensure that children are given the opportunity to recall information from previous lessons, previous weeks and terms, all which together helps to support rich, deep learning embedded with a child's longer term memory.

AUTUMN 1	AUTUMN 2	SPRING	SUMMER
<i>...be amazed</i>	<i>...be brave</i>	<i>...be original</i>	<i>...be bold</i>
FOCUS SUBJECTS ~ Art, D&T	FOCUS SUBJECTS ~ Geography & History	FOCUS SUBJECTS ~ Geography, D&T, Music	FOCUS SUBJECTS ~ History, Art, Music
ONGOING SUBJECTS ~ English, Maths, Science, PSHE & RSE, MfL, RE, PE, Computing	ONGOING SUBJECTS ~ English, Maths, Science, PSHE & RSE, MfL, RE, PE, Computing	ONGOING SUBJECTS ~ English, Maths, Science, PSHE & RSE, MfL, RE, PE, Computing	ONGOING SUBJECTS ~ English, Maths, Science, PSHE & RSE, MfL, RE, PE, Computing

GREENFIELDS COMMUNITY PRIMARY SCHOOL:

The expectation of the Greenfields curriculum: The content of the Greenfields curriculum is rooted in the National Curriculum. By the time children reach the end of each year group, our children will have developed a rich body of knowledge in all subjects and had the opportunity to

practise skills that will enable them to enter the next stage of their education successfully. It is our expectation that children will have broad and wide ranging knowledge, understanding and examples from which to begin to form opinions about their preferences and aspirations into adulthood. It is our fierce determination that regardless of a child's background, they will have had the same opportunities and exposed to the best examples from all subject disciplines, capturing their desire to continue learning as they become adults.

All learning leads towards an end point. The Greenfields curriculum has been designed both to offer progression from year to year, but also across a year. The content of each subject has been deliberately ordered to best support children's understanding.

R.E CURRICULUM:

Our R.E. curriculum gives children the opportunity to explore the teachings of world religions, engage with life's big questions and reflect on the challenges that are presented in living in a diverse world in order to develop a tolerant, positive attitude towards the diversity of beliefs

The aim of our R.E. curriculum is to ensure that all pupils:

- The role of Religious Education is to help prepare and equip all pupils for life in contemporary Britain by enabling them to acquire a good level of religious literacy.
- To gain an understanding of the diverse beliefs and religious practices of faith communities. This will include a core understanding of the origins, narrative, principal beliefs, calendar, people, places and practices and artefacts and symbols of
- To understand the secular world view held by a number of people in our society, and to respect the right of all people to make these very personal choices

R.E.:

At Greenfields, we teach R.E. through our Greenfields curriculum. Each subject stands alone in its own right allowing teachers to select the very best examples of the subject discipline. Subjects are linked by our overarching school value for that term, allowing breadth and depth of subject content to be explored. Where natural links can be made, teachers can group teaching of specific content to allow children the context for the content.

R.E. is taught explicitly throughout the year, whereas some of our curriculum subjects are taught in blocks we believe R.E. should be taught throughout the year in short sessions to develop skills of debate, discussion and reflection.

We believe that pupils should have the opportunity:

TO EXPLORE the teachings, beliefs and practices of the principal faiths and belief systems in our society.

This means that, for each of the faiths specified in the syllabus, they should be helped to acquire a core of knowledge and understanding of the key elements of the faith narrative, the principal stories, sacred texts, rituals, symbolism and lifestyles relating to them.

TO ENGAGE with the big questions about our life in the world, our value as people, our identity and our responsibilities.

This means that pupils should be helped to respond to the big questions that their experience of life raises and to be able to express their thoughts relating their experiences and responses to those of other individuals and groups.

TO REFLECT on the challenges that are presented by living in a diverse world and to develop the skills and attitudes that enable people to live well by successfully accommodating difference.

This means developing the ability to recognise bias, prejudice and discrimination in ourselves and others and to develop the ability to make informed judgements and responsible choices.

R.E. CURRICULUM:

In R.E. Curriculum the end points for each year group are as follows:

Christianity Other religions Thematic (ethics, morals)

R.E. subject statement- The Greenfields R.E. curriculum is planned and taught so children are given meaningful opportunities to explore, engage and reflect on life's big questions in order to help them form their own opinions, morals and values and be open to different perspectives.

Pre-school	Nursery	Reception	READY FOR KS1
We use the Development Matters 2021 document to guide the learning of the children, however R.E. learning will be weaved into the full Early Years curriculum and the environment.	Children in Nursery will begin their learning of R.E. through shared stories and celebrations. They should be exposed to resources that reflect the diversity of life in modern Britain, they should be supported in speaking positively about difference, avoiding stereotypes. In the Spring term children will learn about Chinese New Year through shared stories, art and drama.	Children in Reception should build on their understanding of different people to expand to people of different cultures. They should begin to learn about special places and people in the community including places of worship. In the Autumn term children will learn about Diwali through shared stories, art, and drama.	In order to be ready for R.E. in KS1, children should be able to name special places and people in the community. They should also have a basic understanding of some special celebrations including Christmas, Easter, Diwali and Chinese New Year, explaining how and why people celebrate them. Children finishing early years will begin to use a range of vocabulary to describe important aspects of their lives and the lives of others.

Year 1	Year 2	READY FOR LKS2
Autumn 1 - Be Amazed - Stay curious and follow your dreams. Never lose your sense of wonder. Autumn 2 - Be Brave - Confront your fears and take a chance. Mistakes are the best lessons.		
By the end of Year 1 children should understand that Christianity is a world religion that is followed by people all over the world. They should be able to talk about the key beliefs in Christianity including belief in God and Jesus. As well as having a basic understanding of key events in the Christian character; Christmas and Easter.	By the end of Year 2 children should have developed their understanding of Christianity as a world religion. They should be able to talk about key beliefs and practices as well as being able to retell stories from the Bible. Children should understand that Christians go to a church to worship and that there are important people in Christianity such as Saints and priests/vicars.	In order to be ready for LKS2 children need to be able to confidently name and discuss key beliefs and practices in Christianity. They also need to be able to give specific examples when discussing the similarities and differences between Christianity and Hinduism.

Spring Be Original - Never stop asking questions. Seek out the answers.

Children in Year 1 should be able to discuss the beliefs of Hinduism through discussing stories. They should gain an understanding of what belief in God in Hinduism looks like and how this differs to Christianity.

By the end of Year 2 children should be able to discuss the key beliefs and practices of Hinduism, drawing on specific examples of the important texts, events in the Hindu calendar, people, places and practices and artefacts and symbols.

When comparing Hinduism to Christianity, children should recall information about the different areas of the religion e.g. belief in God, worship, important people and texts.

Summer Be Bold - You are capable of changing a situation. Become the explorer of tomorrow.

In the summer term children in Year 1 will learn about the theme of thankfulness. Beginning with how thankfulness plays a part in Christianity, they will look at the psalms and worship songs to study how Christians express being thankful. They will also look at how thankfulness features in Hinduism and make comparisons between the two religions. In summer 2 children will learn about thankfulness in the secular world, looking at how thankfulness is featured in society and reflecting on their own opinions and responses.

In the summer term children in Year 2 will learn about hope. They will explore why Christians and Hindus experience hope because of their religion and make significant comparisons. In summer 2, they will learn about examples of hopefulness in secular society, reflecting on how hope is different to wishing for something, and the positive impact hope has had on people using real-life examples.

In order to be ready for LKS2, children should understand that themes that run through religions also run through secular life. When discussing hope and thankfulness they should mention key examples from Christianity and Hinduism, as well as be able to discuss what the themes mean in their own life and communities, e.g. school, family.

Year 3	Year 4	READY FOR UKS2
<p>Autumn 1 - Be Amazed - Stay curious and follow your dreams. Never lose your sense of wonder. Autumn 2 - Be Brave - Confront your fears and take a chance. Mistakes are the best lessons.</p>		
<p>In Year 3, children should build on their knowledge of Christianity from KS1 by beginning to understand what it means to be a Christian and how Christians' beliefs impact the way they live. By the end of Year 3 children should have a good understanding of what worship means and describe some of the ways in which Christians worship. Their understanding of the Christmas story will have expanded to include the importance of advent. They should be able to discuss some stories in the Bible and give their own opinion on them.</p>	<p>By the end of Year 4, children should have a basic understanding of what the Bible is, the structure of it and why it is important to Christians. They should also be able to discuss themes in Christianity, not just events. They should discuss the symbol of light and why Christians see Jesus as the light of the world.</p>	<p>In order for children to be ready for UKS2, they need to have a solid, sound understanding of Christianity, including naming and describing key beliefs, themes and practices. They should also be able to discuss how and why questions relating to the impact that these have on Christians' lives. By the end of LKS2 children should be using specific vocabulary when discussing Christianity.</p>

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In the Spring term, children in Year 3 should be introduced to Judaism, they should learn about some key beliefs, drawing comparisons between Christianity, Hinduism and Judaism throughout to constantly recap prior learning.

By the end of Year 4, children should be able to name and describe key beliefs and practices in Judaism, discussing the similarities and differences with Christianity and Hinduism. They should be able to discuss how the beliefs and practices of different religions impact how followers of that religion live their lives and make important choices.

In order to be ready for UKS2, children should be aware of different world religions, having an understanding of what religion offers people and how it impacts their lives, as well as being able to discuss Christianity, Hinduism and Judaism in detail, mentioning comparisons they have come across in R.E. lessons. This will enable children to build on their knowledge of religions and belief systems as they begin to make more complex comparisons, including secular belief systems.

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In the summer term children in Year 3 will learn about the theme of caring for others. They will be able to identify roles within school, family and society that focus on caring for others. They will reflect on what compels people to care for others from both a religious perspective and a secular view. This will involve looking at examples from religious texts and stories from Christianity, Judaism and Hinduism. They will also be able to reflect on their own response and opinion on this theme.

In the summer term children in Year 4 will reflect on their thematic learning in Year 3 about how and why people care for others and start to discuss how and why people care for the environment, including how this is similar/different to their learning in Year 3. Children will learn about the role of the environment within different religions, evaluating its significance in religious stories and making comparisons between Christianity, Judaism and Hinduism. They should also look at modern examples of how people care for the environment and reflect on how the media presents such events.

In order to be ready for UKS2, children should be able to discuss similar themes from both a religious perspective and secular view. They should analyse religious stories by drawing out how the themes are discussed and what this means for followers of the religion. They should apply this learning when reflecting on current events in the news.

Year 5	Year 6	READY FOR NEXT STAGE
<p>Autumn 1 - Be Amazed - Stay curious and follow your dreams. Never lose your sense of wonder. Autumn 2 - Be Brave - Confront your fears and take a chance. Mistakes are the best lessons.</p>		
<p>In Year 5 children should use their knowledge and understanding of Christianity to explore in depth their belief in God, making comparisons between different religions and their own beliefs and experiences wherever possible. In Autumn 2 of Year 5 children should begin to explore the themes of Christmas and how it can be portrayed in different ways including exploring how artists can</p>	<p>By Year 6 children should be confident in their understanding of Christianity, being able to confidently discuss the religion, drawing on knowledge from previous years. They should start the year by revisiting their understanding of the Bible and begin to explore the origins. They will recap their learning from Year 4 about the</p>	<p>Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression. Pupils use reasoning and examples to explore the</p>

<p>portray the themes of Christmas.</p>	<p>Bible and begin to learn the history behind the discovery of the Bible and the different time frames, authors and locations associated with the different books. They can use maps to support their understanding.</p>	<p>relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth.</p> <p>Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others. They are able to talk about examples of religious cooperation, and why this is sometimes difficult.</p>
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Spring Be Original - Never stop asking questions. Seek out the answers.

<p>In Year 5 children should begin to learn about Islam and explain the main beliefs and practices of the religion. They should explore the misconceptions around Islam.</p>	<p>Children in Year 6 should develop their understanding of the religion of Islam and be able to retell significant stories of Muhammad. They should be able to identify and describe beliefs and practices but reflect on how these impact Muslim people's lives as individuals and as a religious community.</p>	<p>To prepare for KS3, Children should be able to discuss other religions aside from Christianity in detail, drawing on similarities and differences. They should begin to identify why following a religion can bring peace as well as struggles to both the individual and the religious community in secular society.</p>
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<p>During the summer term children across the school will explore a theme through the lens of Christianity and another religion. They will then explore how the secular world relates to this theme. In Year 5 children will learn about prayer and explore the concept of prayer from a religious and secular view.</p> <p>Link to history topic - Benin - while looking at religious views of prayer children should learn about Voodoo to link with their history topic.</p>	<p>In the summer term children in Year 6 should explore the big philosophical questions of life. During discussions and debates they should draw on learning from previous years to form opinions. This will include stances from religious perspectives and from the secular world.</p> <p>By this point in Year 6 children should</p>	<p>By the end of UKS2, children will have had the opportunity to study different themes in detail, growing in their understanding of what makes human beings individuals, and how our identity impacts the choices we make. Self-reflection throughout will boost self-awareness, understanding and empathy may be developed through their reflection and evaluation of their own and others' beliefs.</p>
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