

# Mylor Bridge CP School Curriculum

## Religion and Worldviews



### Purpose of study

Religious Education (RE) is a vital part of a broad and balanced curriculum, equipping young people with the knowledge, skills, and understanding to navigate an increasingly diverse and complex world. This syllabus provides a robust framework that encourages pupils to engage thoughtfully with religious and non-religious worldviews, fostering respect, curiosity, and critical thinking. Cornwall's distinctive identity is celebrated through the inclusion of Curriculum Kernewek, which reflects the unique heritage of the Duchy.

RE plays a crucial role in preparing pupils for life in a multi-faith and multi-cultural society. It promotes understanding by exploring different religious and non-religious worldviews, encouraging respect for diversity and fostering social cohesion. Through the study of RE, pupils develop critical thinking skills—the ability to question, reason, and evaluate religious and nonreligious perspectives. It also offers opportunities for personal reflection, helping young people explore their own beliefs and values in relation to others. Just as importantly, RE contributes to social and moral awareness, deepening pupils' sense of responsibility, empathy, and ethical understanding. By engaging with a multi-disciplinary approach, pupils will develop the skills necessary to participate fully as global citizens in an ever-changing world.

### Aims

The curriculum for RE aims to ensure that all pupils:

1. make sense of a range of religious and non-religious worldviews, so that they can:
  - identify, describe, explain and analyse beliefs and concepts in the context of living religious and non-religious worldviews, using appropriate vocabulary
  - explain how and why these beliefs are understood in different ways, by individuals and within communities
  - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
2. understand the impact and significance of religious and non-religious worldviews, so that they can:
  - examine and explain how and why people express their beliefs in diverse ways
  - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
  - appreciate and appraise the significance of different ways of life and ways of expressing meaning
3. make connections between religious and non-religious worldviews, concepts, practices and ideas studied, so that they can:
  - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
  - challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
  - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

### Subject content

The agreed syllabus requires that all pupils develop understanding of Christianity in each key stage. In addition, across the age range, pupils will develop understanding of the principal religions represented in the UK, in line with the law. These are Islam, the Hindu Traditions, Sikhi, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study in thematic units.

### Key stage 1

From EYFS, children will encounter Christianity and other religious and non-religious worldviews, as part of their growing sense of self, their own community and their place within it.

In KS1, pupils will learn more about Christians, Jews and Muslims.

### Key stage 2

In KS2, pupils will learn more about Christians, Muslims, Hindus, Jews and nonreligious worldviews (e.g. Humanists).



At Mylor Bridge CP School, we use materials by NATRE to support our planning and delivery of the subject. NATRE's materials for Religious and Worldviews (RW) provides a rich, inclusive, and thought-provoking curriculum that nurtures pupils' understanding of diverse beliefs, values, and traditions. Following the Primary RE scheme developed by NATRE, we aim to ensure that every child develops respect for others, curiosity about the world, and the ability to reflect on their own beliefs and experiences.

Through engaging lessons, we encourage pupils to explore key questions about meaning, purpose, and belonging, fostering critical thinking and empathy. Our curriculum introduces Christianity and other principal religions represented in Great Britain, alongside non-religious worldviews, in a balanced and age-appropriate way. This approach helps pupils appreciate similarities and differences, promoting tolerance of others within our school and wider community.

We believe RW is essential for preparing children to live in a diverse society. By developing skills of enquiry, analysis, and communication, pupils learn to express their ideas confidently and listen respectfully to others. Our intent is to inspire a lifelong interest in learning about religion and worldviews, equipping pupils with the knowledge and values needed to contribute positively to modern Britain.

Year Group	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
EYFS	Diwali	Christmas		Easter		
KS1 Cycle A	What do Christians believe God is like?	Why is Christmas important to Christians?	What is the good news that Christians believe Jesus brings?	Why is Easter important to Christians?	Who is Jewish and how do they live?	What makes some people and places in Cornwall sacred?
KS1 Cycle B	Who do Christians believe made the world?	Why is Christmas important to Christians?	How should we care for others and the world?	Why is Easter important to Christians?	Who is Muslim and how do they live?	What does it mean to belong to a faith community?
Year 3	Creation	What is it like for a person to follow God?	How do festivals and worship show what matters to Muslims?	How do festivals and family show what matters to Jewish people?	What kind of world did Jesus want?	How do people from religious and non-religious communities celebrate festivals?
Year 4	What is the Trinity and why is it important to Christians?	What do Hindus think God is like?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, when Jesus left, what was the impact of Pentecost?	How and why, do people in Cornwall mark significant events in community life?
Year 5	What does it mean if Christians believe God is holy and loving?	What does it mean to be a Muslim living in Britain today?	Why do Christians believe that Jesus is the Messiah?	Why is the Torah important to Jews?	What can be done to reduce racism? Can religion help?	What matters most to Humanists?
Year 6	Creation and Science: Complimentary or Conflicting?	What does it mean to be a Humanist in Britain today?	Why do Hindus want to be good?	What did Jesus do to save people?	What kind of a king was Jesus?	How does faith help people in Cornwall when life gets hard?

