



# Heamoor CP School 3Is profile Religious Education and Worldviews curriculum



## Context

Heamoor CP School is a non-faith school. Religious Education (RE) is delivered in accordance with the Cornwall Agreed Syllabus for Religious Education. The curriculum is supported by the NATRE Primary Curriculum resources, ensuring a coherent, well-sequenced and ambitious programme of study. The NATRE Primary RE Curriculum is consistent with the National content standard for Religious education in England and supports the Cornwall locally agreed RE syllabus. The NATRE Primary RE Curriculum resource has been recognised as 'highly commended' in Teach Primary Awards 2025

## Intent

*"The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and worldviews, reflecting on their own ideas and ways of living."*

(Taken from the Cornwall Agreed Syllabus 2025 -2030.)

The RE curriculum is designed to be inclusive, challenging and knowledge-rich. It is a spiral curriculum, which enables pupils to develop a secure understanding of a range of religious and non-religious worldviews. Christianity is studied in each key stage, alongside other principal religions.

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.

# Implementation

Curriculum planning follows the NATRE Primary Curriculum, carefully mapped to the Cornwall Agreed Syllabus, to ensure clear progression in knowledge and concepts, from EYFS to Year 6.

Teaching is enquiry-based and built around key questions. Lessons use a range of pedagogical approaches, including: discussion, use of artefacts and texts, visitors, and opportunities for reflection. Teachers use subject-specific vocabulary consistently and revisit key concepts to strengthen long-term memory, through the use of sticky knowledge quizzes and recapping the key vocabulary and concepts at the start of every lesson. The RE curriculum is inclusive and accessible to all pupils. Teaching is adapted appropriately so that all learners, including those with SEND, can achieve well and participate fully. *(Please see separate document detailing the teaching and learning strategies used to support pupils with SEND.)*

This 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. Pupils will find out about the worldviews and lived experiences of Muslims, Hindus and Jews. There has been a shift in the terminology used in the Cornwall Agreed Syllabus 2025 – 2030, for example the use of 'Christians' rather than 'Christianity', 'Hindus' rather than 'Hinduism'. This is to reflect the fact that RE starts with encounters with living faiths rather than the history and belief structures of traditions. This also recognises the diversity within and between religions and other traditions. Children from families where non-religious worldviews are held are represented in almost all classrooms. These worldviews, including for example Humanism, are also the focus for study in thematic units. Pupils study, in depth, the religious traditions of the following groups:

## **Reception : Christians**

Pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate to the school/class context. Pupils encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. Pupils are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

## **Key Stage 1 : Christians, Jews and Muslims**

Pupils develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

## **Key Stage 2 : Christians, Muslims, Hindus and Jews**

Pupils extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

At the end of each Summer Term, every year group completes a thematic unit. These units enable pupils to make comparisons between different beliefs and worldviews and provides the chance to apply their knowledge gained both throughout the year and also from previous years.

In addition to the NATRE Primary Curriculum resources and, as RE provision is currently determined locally, not nationally (although, this is due to change in response to the Curriculum and Assessment Review 2025), our school RE provision also includes 3 Curriculum Kernewek units. These are based

Cornwall Agreed Syllabus RE Overview Heamoor School 2025						
Reception	Autumn Term		Spring Term		Summer Term	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Reception	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Year 1	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like? (God)	1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world? (Creation)	1.9 How should we care for the world and for others, and why does it matter?
Year 2	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians? (incarnation)	1.6 Who is a Muslim and how do they live? Part 2.	1.5 Why does Easter matter to Christians? (Salvation)	1.4 What is the 'good news' Christians believe Jesus brings? (Gospel)	1.8 What makes some people and places in Cornwall sacred?
Year 3	L2.1 What do Christians learn from the Creation story? (Creation) L2.2 What is it like for someone to follow God? (People of God)		L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want? (Gospel)	L2.12 How and why do people try to make the world a better place?
Year 4	L2.3 What is the 'Trinity' and why is it important for Christians? (God/Incarnation)	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? (Kingdom of God)	L2.11 How and why do people in Cornwall mark significant events in community life?
Year 5	U2.1 What does it mean if Christians believe God is holy and loving? (God)	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah? (Incarnation)	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?' (Gospel)	U2.10 What matters most to Humanists and Christians?
Year 6	U2.2 Creation and science: conflicting or complementary? (Creation)	U2.11 Why do some people believe in God and some people not? (PLEASE NOTE 2025 – 2030 Unit replaced by this one) What does it mean to be a Humanist in Britain today?	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people? (Salvation)	U2.6 For Christians, what kind of king is Jesus? (Kingdom of God)	U2.12 Does faith help people in Cornwall when life gets hard?

<b>Thematic</b> (Units enable pupils to make comparisons between beliefs)	<b>Christians</b>	<b>Hindus</b>	<b>Muslims</b>	<b>Jews</b>	<b>CURRICULUM KERNEWEK (CK4RE)</b>
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on the Understanding Christianity units and have been specifically tailored to suit the local context of Cornwall. These units are taught during the Summer Term in Years 2, 4 and 6.

RE is taught regularly and meets statutory requirements. The national guidance expectation is that there is a minimum allocation of 5% of curriculum time for RE. This breaks down as follows:

- Reception : 36 hours of RE (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
- KS1 : 36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
- KS2 : 45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

Following this guidance, pupils at Heamoor School have one Religious Education lesson a week, in addition to their closely related PSHE lesson.

Assessment is ongoing and formative, enabling teachers to identify misconceptions and adapt teaching. Teachers are supported with clear guidance and high-quality resources, ensuring consistency of delivery.

## Impact

Pupils build a secure and increasingly sophisticated understanding of religions and worldviews as they move through the school. They can explain key beliefs and practices, make connections between ideas, and express their own views with increasing confidence and respect for others.

Pupils demonstrate positive attitudes to learning in RE and engage well in discussion. The subject makes a strong contribution to pupils' SMSCD, promotes British Values and supports pupils in understanding diversity in contemporary society.