



St Martin and St Mary C of E Primary School

RELIGION AND WORLDVIEWS Curriculum Statement

Our curriculum is based on the Cumbrian SACRE (Standing Advisory Council for RE) approved syllabus.

[Cumbrian Agreed Syllabus for RE 2023](#)

This syllabus promotes an understanding of religion and worldviews rooted in a disciplinary approach to RE so that pupils see religion and worldviews through different lenses and is not designed to indoctrinate pupils, or urge a particular religion or belief on pupils.

In this syllabus RE is rooted in the disciplinary approaches of theology, philosophy and human sciences:

THEOLOGY: thinking through believing.

It is about asking questions that believers would ask.

It requires pupils to think like researchers and to look at concepts through a theological lens.

Pupils will explore questions and answers that arise from inside religious and non-religious worldviews.

PHILOSOPHY: thinking through thinking.

It is about asking big questions that thinkers would ask.

It requires pupils to think like philosophers and to look at concepts through a philosophical lens.

Pupils will explore questions and answers raised through considering the nature of reality, knowledge, existence, and morality.

HUMAN SCIENCES: thinking through living.

It is about asking questions that people who study lived reality or phenomena would ask.

It requires pupils to think like human or social scientists to look at concepts through a human science lens.

Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

How is Religion and Worldviews part of the basic curriculum?

Religion and Worldviews supports the aims of the school curriculum which is to be balanced and broadly based.

This curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The purpose of Religion and Worldviews is to develop religious literacy. The essential outcomes for Religion and Worldviews are therefore related to the knowledge and understanding of religion and worldviews. There are many other desirable outcomes for Religion and Worldviews. For example, the subject may also contribute significantly to broader educational aims.

Core Values

Faith, Friendship and Love

<p style="text-align: center;">Early Years Foundation Stage</p>	<p style="text-align: center;">Key Stage 1</p>	<p style="text-align: center;">Key Stage 2</p>
<p>We give children the opportunity to talk about their own families and traditions. We encourage children to share what they know about similarities and differences between themselves and others. We want all children to feel valued and flourish within their community.</p>	<p>Pupils recall and name different beliefs, worldviews and practices. They find out about right and wrong and express their opinions. They begin to find out about different communities and ways to live together respectfully for the wellbeing of all.</p>	<p>Pupils make connections between different faiths and worldviews and reflect on who and what matters in life in order to make moral choices. They consider ways in which diverse communities can live together co-operatively for the well-being of all.</p>
<p>Children begin to hear and use the language of religion and worldviews. They experience, through all their senses, ways in which people explore and express meanings using symbols, stories, rituals, places and things. They take part in enjoyable, creative learning experiences related to religion and worldviews, and begin to think about where and how their lives are similar and different to those they encounter in RE.</p>	<p>Children gather a rich knowledge of different worldviews, including religions, and learn that we are all different. They find out lots about the varied ways human communities celebrate, share stories, understand big ideas and think about what is good and bad. They take part in enjoyable, creative, varied and challenging learning experiences related to religion and worldviews, noticing where their own experience overlaps with the worldviews they encounter, and where their worldviews are different.</p>	<p>Pupils begin to understand what worldviews are, that they affect how we experience the world, and that we can study a range of different worldviews using varied methods, such as through sociological enquiry or textual study. Learning more about diversity, they apply ideas about how our own worldviews are shaped by our families, communities and wider society to different examples. To explain what matters in religion, they use a growing rich knowledge of the ways key examples of religious worldviews teach their ideas and express their visions. They are involved (sometimes as planners) in creative learning experiences that deepen their understanding of varied ways in which religions and worldviews are practised in our communities today and how they draw on ideas from the past and from around the world. They recognise some sources of their own worldviews and identify how someone's worldview affects how they understand and experience the world</p>