



CURRICULUM KERNEWEK: 'CK4RE'



During their religious education (RE), pupils should be given the opportunity to develop and apply knowledge and understanding of the religious, spiritual and cultural character of Cornwall. These opportunities should include reference to the historical, environmental and linguistic life of Cornwall as appropriate to the study being undertaken.

In each unit, there are specific outcomes which are related to teaching about religion and belief in Cornwall and there is specific content to be drawn upon. Teachers should use this content to inform the RE planning for each year group. In this way, pupils will be able to encounter the rich spiritual and religious heritage of Cornwall, as well as explore the relevance of this heritage for many people living in Cornwall and beyond today.

KS1 Unit—What makes some people and places in Cornwall sacred?

During this unit, pupils will:

- Discuss what the words special, 'sacred' and 'holy' mean to the people of Cornwall and what makes specific places have these qualities. Pupils will also have the chance to share which places in Cornwall are special to them and their families.
- Find out about Cornish Saints, which special/holy/sacred place in Cornwall are associated with these saints and which festivals are associated with these saints/places.
- Research the history behind the Cornish flag and discuss the link with St Piran, the patron saint of Cornwall.
- Look at the Cornish map for evidence of Cornish places named after Saints. Discussing why Saints may have wanted to come to Cornwall. (*Cross curricular Geography link*)
- Explore their local church for references to Cornish Saints. This will include a visit to a place of worship in Christianity in the local area that some people call 'sacred'. Explore the atmosphere inside the place of worship. How does it make them feel when they are inside? Talk about what happens in the place of worship and how believers worship and behave in these places (*PSHE/British Values link - why is it important to show respect when in these places?*) What do people who worship here believe? Pupils may also visit other examples of holy places (eg standing stones, well, Celtic crosses etc) in Cornwall and mark these on the map. They will talk about what makes these places sacred to the people of Cornwall.
- Explore music – instrumental and vocal - (Celtic music) played at local festivals and at other special events and find out about the importance of this music. They will also look at when and where music is used (e.g. songs to tell a story, local dance, ritual). (*Cross curricular Music link*)

Lower KS2 Unit—How and why do people in Cornwall mark significant events in community life?

During this unit, pupils will:

- Talk about special times in life where they feel they belong e.g. Birthdays, family gatherings, weddings, baptisms, Christmas, Easter.
- Learn that there are also special times in the Cornish year often based on the need for survival (agriculture, fishing) and the need to celebrate and remember key stories. Pupils will find out that Cornwall is particularly unique as there are special times in the year where the people of Cornwall mark significant events with a local festival (eg. St Piran's Day: March, Obby Oss and Flora Day: May, Mazey Day: June, Lafrowda: July, Montol festival: December)
- Explore the question 'what is a festival'? Explore the current Christian Harvest festivals and how it originated in Morwenstow, Cornwall with Rev. Robert Hawker; find out about Methodist Tea Treats and picnic parties.
- Look at the history of Celtic Christianity and find out that this is best captured in the stories of the Cornish Saints which tell of their search for isolation, travel to far flung places and their love of nature.
- Reflect on the pupil's own ideas about the importance of belonging, community events and activities in their own lives and the lives of others.

Upper KS2 Unit—Does faith help people in Cornwall when life gets hard?

During this unit, pupils will:

- Use local news items and current affairs to raise questions about life, death, suffering and what matters most in life and how some 'big questions' do not have easy answers.
- Explore how Cornwall is considered a spiritual place and how some people are attracted to Cornwall when times are hard.
- Explore the life of John Wesley and Methodism. How does Methodism help some people in Cornwall when life becomes difficult? Which places in Cornwall did John Wesley visit? Were any of them particularly hard places to live? Mark them on a map. What happened/ happens at Gwennap Pit every year?
- Find out that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved.
- Learn some key concepts about life after death, comparing beliefs and sources of authority, and exploring whether these beliefs make a difference to people when facing death and bereavement: Christianity, Paganism, one secular/non-religious world view.
- Discuss with the pupils why Truro Cathedral is an important place for the people of Cornwall?
- Think of some ways that Cornwall is not always such a good place (pollution, poverty, homelessness etc) Explore how some people in Cornwall try to make it a better place by being involved in a charity e.g. Shelterbox, Cornwall Air Ambulance, Food Banks, RNLI. Research how Christians in the local area are trying to make a difference in the local community. Discuss and debate how different religions and nonreligious world views in Cornwall inspire the people of Cornwall to make Cornwall a better place.
- Discuss their reflections on their own values and what they can do to support people when life gets hard in Cornwall.