

How does Creation Care Link with the Cornwall Agreed RE Syllabus 2025-30?

	FS	KS1	LKS2	UKS2	KS3
Creation Based Units of Work		<p>1.2 Who do Christians say made the world?</p> <p>Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):</p> <p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least one example of what Christians do to say 'thank you' to God for Creation <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. 	<p>L2.1 What do Christians learn from the creation story?</p> <p>Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):</p> <p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. 	<p>U2.2 Creation and science: conflicting or complementary?</p> <p>Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):</p> <p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together <p>Make connections:</p> <ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. 	<p>3.2 Should Christians be greener than everyone else?</p> <p>Learning outcomes (intended to enable students to achieve end of key stage outcomes):</p> <p>Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain the type and purpose of the Genesis Creation texts, and their place in the overall Bible narrative Explain the concepts of Creation and stewardship in Christianity Explain what Genesis 1 and 2 tell Christians about the nature of humans, their capacities and responsibilities <p>Understand the impact:</p> <ul style="list-style-type: none"> Give some examples of how Christians have responded to the idea of stewardship, as a community and individually Show how Christians have used Genesis 1 and 2 to guide how they treat the environment <p>Make connections:</p> <ul style="list-style-type: none"> Offer a justified response to the question of whether Christians should be better stewards than everyone else Respond to the challenge of caring for the planet, in the light of their learning, offering reasons and arguments for their responses.
			<p>1.9 How should we care for others and the world and why does it matter?</p> <p>Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):</p> <p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <p>Understand the impact:</p> <ul style="list-style-type: none"> Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. 		<p>U2.14 Green religion? What do religious and worldviews teach about caring for the Earth?</p> <p>Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):</p> <p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage, so that they can:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain at least three examples of ways in which people from religious and non-religious worldviews respond to environmental issues. Describe examples of ways in which people use religious texts/ sources of authority to respond to environmental issues. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between what people from religious and non-religious worldviews believe about the world and environment and how this impacts their actions. <p>Make connections:</p> <ul style="list-style-type: none"> Reflect on and articulate lessons people might gain from beliefs about the environment and people's responses to environmental issues they have studied, recognising that people may think differently about these. Consider and weigh up different ideas about and responses to environmental issues and use this reasoning to help articulate personal responses on caring for the world.

<p>Other Units that could be covered with the assistance of churches</p>	<p><i>F1</i> Why is the word 'God' so important to Christians?</p> <p><i>F2</i> Why is Christmas special for Christians?</p> <p><i>F3</i> Why is Easter special for Christians?</p> <p><i>F4</i> Being special, where do we belong? (mentions religious story telling and Christian baptism)</p> <p><i>F5</i> Which places are special and why? (Mentions visiting a church)</p> <p><i>F6</i> Which stories are special and why? (Talks about sacred texts such as the Bible and Torah)</p>	<p><i>1.1</i> What do Christians believe God is like?</p> <p><i>1.3</i> Why does Christmas matter to Christians?</p> <p><i>1.4</i> What is the 'good news' Christians believe Jesus brings?</p> <p><i>1.5</i> Why does Easter matter to Christians?</p> <p><i>1.8 CK4RE</i> What makes some people and places in Cornwall sacred?</p> <p><i>1.10</i> What does it mean to belong to a faith of belief community?</p>	<p><i>L2.2</i> What is it like for someone to follow God?</p> <p><i>L2.3</i> What is the 'Trinity' and why is it important for Christians?</p> <p><i>L2.4</i> What kind of world did Jesus want?</p> <p><i>L2.5</i> Why do Christians call the day Jesus died 'Good Friday'?</p> <p><i>L2.6</i> For Christians, what was the impact of Pentecost?</p> <p><i>L2.11 CK4RE</i> How and why do people in Cornwall mark significant events in community life?</p> <p><i>L2.12</i> How and why do people try to make the world a better place?</p>	<p><i>U2.1</i> What does it mean if Christians believe God is holy and loving?</p> <p><i>U2.3</i> Why do Christians believe Jesus is the Messiah?</p> <p><i>U2.4</i> How do Christians decide how to live? 'What would Jesus do?'</p> <p><i>U2.5</i> What do Christians believe Jesus did to 'save' people?</p> <p><i>U2.6</i> For Christians, what kind of king is Jesus?</p> <p><i>U2.12 CK4RE</i> How does faith help people in Cornwall when life gets hard?</p>	<p><i>3.1</i> What does it mean for Christians to believe in God as Trinity?</p> <p><i>3.3</i> Why are people good and bad?</p> <p><i>3.4</i> Does the world need prophets today?</p> <p><i>3.5</i> What do people do when life gets hard?</p> <p><i>3.6</i> Why do Christians believe Jesus was God on Earth?</p> <p><i>3.7</i> What is so radical about Jesus?</p> <p><i>3.18 CK4RE</i> How can people in Cornwall express their spirituality through the arts?</p>
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The Cornwall Agreed Syllabus is the official, statutory RE syllabus for community schools and most academies in Cornwall, agreed by Cornwall SACRE and published by Cornwall Council.

[CK4RE](#) is the Curriculum Kernewek for RE, it is a supporting resource rooted in Cornwall's context. It helps schools plan RE but is not statutory.

[U2.14](#) is one of three new optional units again not statutory but offers flexibility and enrichment.