



In Religious Education, we aim to enable children to:

- acquire knowledge and understanding of Christianity and the other principle religions represented in Great Britain.
- develop the ability to explore, reflect on and respond to human experience, drawing on their study of religion.

R.E. enables pupils to develop:

- their skills of exploring, investigating and learning
- their spiritual, moral, cultural and social selves
- their ability to make responses to religious and moral issues based on information and reason
- positive attitudes towards religion as a significant element in human experience, other people including those with different beliefs, and living in diverse society
- understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

We follow the Agreed Syllabus for Religious Education in Cambridgeshire. The teaching objectives are for pupils to learn about: people, places, writings, worship, festivals and fasts, rites of passage, individual and community, and relationship with the natural world, in the religions they study.

Christianity is studied in most detail in all age groups, accounting for at least 50 % of all R.E. units. By the end of Key Stage 2 children will also have started to learn about Hinduism, Islam, Judaism, Sikhism and Buddhism. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also learn that some people have no attachment to religious beliefs and follow secular philosophies.

The provision of R.E. for children in the Reception year is statutory and R.E. contributes to all the Early Learning Goals but especially to 'Understanding of the World' and 'Personal, Social and Emotional Development'.



Withdrawal from Religious Education:

RE is intended to be suitable for all pupils in maintained schools and academies. It benefits pupils by increasing their understanding and awareness of other people and their ability to respect the rights of others even where they disagree with their views. It contributes to pupils' spiritual, moral and ethical development. It is designed to be of educational worth to pupils from any or no religious background.

Very occasionally a parent may wish to exercise the right to withdraw their child from all or part of RE. In this case the school will seek to discuss the matter with the parents (a) to make sure that their request is based on a clear understanding of what RE involves, and (b) to make practical arrangements for the supervision of the child.

It is a legal requirement that the right of withdrawal should be mentioned in the school brochure and this is included in Cavalry's school information booklet which is available via the school website. Most teachers similarly may exercise the right of withdrawal but in such a case schools will ensure that provision is made for all pupils to receive the RE that is their entitlement.




EYFS: summary for RE aspect within 'Understanding the World'			
What do our EYFS RE learners need to understand?	What do they need to know?	How can they show they are becoming aware of the significance of religions?	What opportunities do we provide at Cavalry?
<p>That events / celebrations take place at specific points of the year</p>	<p>People in our community celebrate special days</p> <p>Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)</p>	<p>Say what might happen on special days e.g. we dress a tree at Christmas</p> <p>Join in celebrations and sometimes remember what happened last year on the same day.</p>	<p>Learn about different religious festivals, the preparations that are made and how they are celebrated including Harvest Festival, Diwali and Christmas in the Autumn term, Chinese New Year and Easter in the Spring term.</p> <p>Talk about special days including birthdays, Mother's Day, Father's Day, Halloween, Valentines day</p>




			and annual charity days including Red Nose Day.
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Year 1			
		Enquiry question	Notes AT 1 (Learning about religion) AT 2 (Learning from religion)
Autumn 1		How and why do people celebrate birthdays?	<p>Refer to different religions and cultures</p> <p>How do you celebrate your birthday? special clothing? parties? Food? Compare with other children (AT2)</p> <p>How would you choose a suitable present for a friend ? (feelings about giving and receiving gifts) (AT2)</p> <p>How do different faith celebrate births? How significant is the birth of a baby? (AT1 and AT2)</p>
Autumn 2		What is Christmas and Advent?	<p>Focus on the Christmas Story</p> <p>What does Christmas look like?</p> <p>What are your ideas on Christmas? (AT2)</p> <p>What are the special times in the year? Why are they special and how are they celebrated? Why do we have special events?(AT2)</p> <p>What is advent and why is it important to Chritians?</p>



			Why is Christmas important for Christians? (AT1)
Spring 1		What makes a Christian person special?	What is a Christian family life. (AT2) What do you do as a family? (AT2) Are there any special places you go to? (AT2) Where can you find God? (AT1) Who was Jesus? (AT1) Why is Sunday special to a Christian? (AT2) What special times do Christians celebrate? (AT1)
Spring 2		Why is it important to recognise the birth of a baby?	Refer to different religions and cultures What special things do mothers do for us? (AT2) What groups do children belong to? How do you join a Christian group? (christening) (AT2) What do other religions do to welcome a baby?
Summer 1		What do Christian and Jewish stories tell us?	Explore Christian and Jewish stories – what do they tell us? Why is Abraham so important to Jews and Christians? (AT1) Genesis 12 v1-9 What is a covenant? (AT2) Genesis 15 v 1-6



			What sort of leader was Moses? Exodus 3 v 1-13 (AT1) Talk about he argued with God.
Summer 2		What do Hindu stories tell us?	<p>Read stories with a message.</p> <p>How did Ganesha get his elephant head? What is he associated with?(AT1)</p> <p>What happened when Krishna was born? How was Krishna saved?(AT1)</p> <p>What happened to the great Water serpent? What does it tell us about Krishna?(AT1, AT2)</p> <p>Why are Rama and Sita so significant in Hindu religion? (AT1 and AT2)</p>

Year 2			
		Enquiry question	Notes AT 1 (Learning about religion) AT 2 (Learning from religion)
Autumn 1		What is Harvest?	<p>Introduced other religions: Christian (harvest) Jewish (Sukkot) Hindu (Divali)</p> <p>What is a Harvest Festival? (AT1) Time for thanks, some people will be thanking God (AT2)</p> <p>What is harvest in other communities?</p> <p>How do we express thanks at harvest? (AT2)</p> <p>How do religions teach people to care for our world? (AT2)</p>



			What is Sukkot and what is its importance in Jewish religion? (AT1 and AT2)
Autumn 2		What is the meaning of Christmas?	Why celebrate birthdays? (AT1) What does the story of the visit of the Wise man to baby Jesus teach us about Jesus? (AT1) What does the Christian celebration of Christmas teach about gifts and loving? (AT1 and AT2) Who and what are angels? (AT1) What is the link between 'good news' and 'the shepherds' visit to Jesus. (AT1)
Spring 1		How do stories from the Gurus and the concept of Siva affect children?	Who is Guru Nanak and why is he so important to the Sikh religion? (AT1) Does living a good life lead to happiness? (AT1 and AT2) What does Nanak teach about greed and selfishness? (AT1 and AT2) What does Guru Amar Das teach about serving others? (AT1 and AT2)
Spring 2		How does the Khalsa influence the lives of Sikh families?	What is the Khalsa? (AT1) What happens in the langar? What can we learn from this? (AT1 and AT2) How do Sikhs serve the wider community? (AT1 and AT2)
Summer 1		Why is the world special?	What do you like about the world? (AT1) How can we make the world special? What do you like about your area? (AT1) Why are some times special? How do we celebrate our journey through life? How should we live our lives?



Summer 2	✝	How are churches different?	<p>Do Christian believers have a special place? What can they learn about it? (AT1)</p> <p>What would we like to find on our visit to the Church? (AT1)</p> <p>What can we find in church? (AT1)</p> <p>What makes a church special for Christian people and others? (AT2)</p> <p>What have I learned about being in a church? (AT1 and AT2)</p>
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Year 3			
		Enquiry question	Notes AT 1 (Learning about religion) AT 2 (Learning from religion)
Autumn 1		Why do some people go on spiritual journeys?	<p>What special places do people visit to be near to God? (AT1 and AT2)</p> <p>Why might Christians go on pilgrimage? (AT1)</p> <p>What is the significance of Hajj to Muslims? (AT1 and AT2)</p> <p>What is Kumba Mela? (Hinduism) (AT1)</p> <p>Why is the Wailing wall so important? What happens there? (Judaism) (AT1 and AT2)</p>
Autumn 2	✝	How is Christmas celebrated around the world?	<p>How do different characters view the Christmas story?</p> <p>How do you celebrate Christmas in your home?</p> <p>How is Christmas celebrated around the world. How are they similar/different and why?</p>
Spring 1		Is it fair?	<p>Is everybody in the world treated the same? (AT2)</p> <p>How do people work to make the world fairer for everyone? What are the roles of charities? What beliefs are involved?(AT2)</p> <p>Who or what is Christian Aid? (AT2)</p> <p>What other charities exist? (From religions other than Christian)(AT1)</p>




Spring 2		What are special religious texts?	<p>What makes some books sacred? (AT1 and AT2)</p> <p>What is sacred about the Bible? (AT1)</p> <p>What do you know about the Qu'uran? (AT1)</p> <p>What do you know about the Torah? (AT1)</p>
Summer 1		What do Muslims believe?	<p>What are the five pillars and what is their significance? (AT1 and AT2)</p> <p>What does Mohammed mean to Muslims? (AT1 and AT2)</p> <p>What do Muslims believe about God? (AT2)</p> <p>What would you find in a mosque? (AT1)</p> <p>What is Wudu? (AT1)</p>
Summer 2		What is the importance of Islamic stories?	<p>Muhammad and the Tiny Ants: what does this story teach us?</p> <p>Muhammed and the old woman: what does this story teach us?</p> <p>What can we learn from the story of Bilal: the slave who would not be quiet?</p> <p>The Crying Camel: what does this story teach us?</p>





Year 4			
		Enquiry question	Notes AT 1 (Learning about religion) AT 2 (Learning from religion)
Autumn 1		What do people believe about the creation of our world?	<p>What do people believe about the Creation (Christianity and Judaism?) AT1</p> <p>How does Christian/Jewish creation story with the creation stories from other major religions? AT1</p> <p>What is the Islamic view on the Creation of the world? AT1</p> <p>What is unique about the Sikh Creation story? AT1</p> <p>What do people believe about the Creation (Hindu) AT1</p>





			Why do we need a Creation story? AT2
Autumn 2		Peace – should we give it a chance?	<p>What does the concept of peace mean for religious and nonreligious people and for themselves? AT2</p> <p>Why is peace important in people’s lives, and in the world? AT1</p> <p>Why do people from different faiths pursue or promote peace in a variety of different ways? AT2</p> <p>What can be learned from the actions of individuals like Mahatma Gandhi and Nelson Mandela and from religious groups such as The Quakers? AT1</p>
Spring 1		How do people pray?	<p>What is prayer and why do people pray?</p> <p>What is the meaning of the Lord's Prayer? AT2</p> <p>What is Salah? AT1</p> <p>What is the difference between different religions and their approach to prayer? AT2</p> <p>What is the five finger prayer and how does it keep us focused? AT1</p>
Spring 2		Is Easter a festival of new life or sacrifice?	<p>What is Lent? AT1</p> <p>What happened on Palm Sunday? AT1</p> <p>Why was the Last Supper so important? AT2</p> <p>Why was Jesus disappointed in the disciples? AT2</p> <p>Why did Jesus have to die? AT2</p> <p>What difference does the story of the Resurrection make for Christians? AT2</p> <p>What happened when Jesus left them again? AT2</p> <p>Why is Pentecost so important to Christians? AT2</p>
Summer 1		How does being Jewish make a difference to a family?	<p>Why and how is Shabbat a special day of the week for Jews? AT1</p> <p>Why is a Mezuzah important for some people and how does it remind them of God? AT1</p> <p>How do festivals and family life show what matters to Jewish people? AT2</p>





Summer 2		What are Jewish festival?	How and why is passover celebrated? AT1 How do Jews observe Rosh Hashana? AT1 What are the three traditions of Hannukah? AT1
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Year 5			
		Enquiry question	AT 1 learning about religion AT2 learning from religion
Autumn 1		How do people of faith live their lives?	Use examples of real living different faiths – Bear Grylls Mo Farrah What does “people of faith” mean? AT2 How a person’s beliefs affects their actions AT1 How do “people of faith” have changed the world AT2
Autumn 2		Jesus: Who do people say I am?	Who was Jesus - historically and spiritually? AT1 What do the characters in the Christmas story say about Jesus? AT1
Spring 1		Good or evil?	What makes a person a good or bad person? What do we understand about between good and evil? AT2 How can we live a good life? AT2 What is the “golden rule?” AT1 How do we deal with temptation? AT1 AT2
Spring 2		What is Easter?	What happens in the Easter story? Dissecting the Easter story. What are the symbols associated with Easter? Explore religious and secular AT1



			What are the stations of the cross? How does each station make you feel? AT1 AT2
Summer 1		What can stories and images of deities tell us about Hindu beliefs?	Who are Brahma, Vishnu and Shiva? How do they represent Hindu beliefs? AT1 AT2 What does The story of Matsya the fish (a flood story) tell us AT1 How does the story of Ramanaya show that light conquers dark? AT1 AT2
Summer 2		What can we learn from stories shared by Christians, Sikhs and Muslims?	What are the similarities and differences between stories shared by different faiths? What messages do these stories give for people of all faiths or none?

Year 6			
		Enquiry question	Notes AT 1 (Learning about religion) AT 2 (Learning from religion)
Autumn 1		What does it mean to be Christian?	What do we associate with Christianity? AT1 What makes Christianity different to other world religions? AT1 Who was Jesus and what did he say about himself? AT1 What is the Holy Trinity? AT2 How do the Ten Commandments influence our lives? AT1 How do we use the Bible? AT1
Autumn 2		Gospels – What do they tell us? Why are they different?	What are the gospels and what do they tell us? AT1 AT2 How is the same story told differently in the gospels? AT1 How can we use the Bible to find information? AT1



			What would the Christmas story be in the 21st century? AT1 AT2 How do the Gospel stories affect our life today? AT2
Spring 1		What happens when we die?	What do people think of Heaven? AT1 What is my soul or spirit? AT2 What are my ideas of a soul? AT2 Who are funerals for? AT1 How can the death of a loved one affect someone? AT1 Why do people have funerals? AT1 What happens at a Christian funeral? AT1
Spring 2		Do you need to believe in God to be human?	What is Humanism? AT1 What is the purpose of life? AT2 Can you "be good" with God or religion? AT1 What is the golden rule for religions? Compare to humanism. AT2 Can humanists and people of religion agree? AT1
Summer 1 & 2		What does it mean to be a Buddhist? Can we all be enlightened?	What is Buddhism? AT1 Who is Buddha? AT1 What is the Holy book of Buddhism? AT1 What is the importance of Buddhist temples? AT1 What are the 4 noble truths? AT2 What is the 8 fold path? AT2