



Cromwell Academy Religious Education Strategy Statement

Religious Education (R.E.) has a significant role in spiritual, social, moral, cultural and social development. It promotes respect and open-mindedness towards others with different beliefs and faiths and encourages pupils to develop their own sense of identity. It teaches pupils “religious literacy”, which plays an important role in preparing pupils for life in modern Britain. Someone who is religiously literate can talk with fluency and understanding about religion and belief, and a crucial aspect of religious literacy and oracy is developed through R.E.

Intent

Our aim at Cromwell Academy is to deliver an R.E. curriculum that is thought-provoking, well-sequenced and builds on children’s previous knowledge, so that they will know more, understand more, and remember more. We believe it is vital for all our pupils to learn not only about religion, but to learn **from** religion, so that they can understand the world around them. Our curriculum encourages children to think deeply and explore big questions, so that they can make sense of religion, and in turn reflect on their own ideas and ways of living. We encourage our pupils to think rigorously, creatively, imaginatively, and respectfully about theirs and other’s ideas in relation to religious and worldviews.

We do this through:

- Developing pupils’ knowledge and understanding of Christianity and other principal faiths and world views represented in the UK and the local community.
- Designing and delivering a curriculum which ensures children recognise and celebrate cultural diversity.
- Promoting open-mindedness and encouraging pupils to develop their sense of identity and belonging through self-awareness and reflection.
- Teaching children to ask questions, challenge, debate and discuss, so that they are well-equipped to make reasoned and informed judgements about religious issues.

These aims are reflected in the two main attainment targets:

Attainment Target 1 – Learning **about** religion and belief

Attainment Target 2 – Learning **from** religion and belief

| Cromwell Curriculum Overview RE | | | | | | | |
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| Term | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 1 | Special times with our family and friends | The Christian Family Christian traditions and values within the family | Community What makes a community a special place? Harvest and Special Events Christian Harvest, Jewish Sukkot, and Hindu Diwali | The Hindu Community What is special to the Hindu community? | The Sikh Community Sikh values, beliefs and traditions | Words of Wisdom Explore Christian and Sikh stories and their messages about wisdom. | Miracles Miracles within Christianity Non-religious views on miracles |
| Autumn 2 | Special events including Halloween, Bonfire Night, Diwali, Hannukah and Christmas | Celebration of light Diwali, Hannukah and Christmas | Christmas Why are presents given at Christmas? What is Advent? | Christmas Around the World How is Christmas celebrated in different countries? | Creation Comparing different of how the world was created | Whose World Is It? Explore Humanistic viewpoints. Looking after our world | Justice and Freedom What do different religions teach about justice and freedom? |
| Spring 1 | Special events including Chinese New Year, Valentine’s Day, and Pancake Day (Lent) | People and the world around us Introduce what our world looks like and the different people that belong in this world. | Books and Stories Islamic and Jewish stories to explore and discuss | The Jewish Family Jewish traditions and values within the family | Commitment and Belonging What does it mean to belong to a religion? | Art in Religion Explore art in Christianity, Islam, and Buddhism | What is Buddhism? The teachings of the Buddha Buddhist practises Buddhist stories |
| Spring 2 | Special events including Easter | The Islam Family Muslim traditions and values within the family | Who is Jesus? The Easter Story Different perspectives of Jesus | How Do People Pray? Comparing how people pray across different faiths | What is the Meaning of Easter? Exploring temptation in the Easter Story | Easter Story Dissecting the Easter story and individual parts of Holy Week | |
| Summer 1 | Special events including Ramadan and Eid | Books and Stories Nick Butterworth Christian stories to explore and discuss | Places of Worship Exploring and comparing places of worship in Christianity, Islam and Judaism | How Can We Make a Difference in Our World Today? How can we look after our world? Explore different religious standpoints | Good and Evil Different religious standpoints on good and evil | What Does it Mean to be a Person of Faith Today? Explore being a person of faith in Christianity and Islam | What Happens When We Die? Explore different religious and non-religious standpoints |
| Summer 2 | Special times with our family and friends | Questions About God Questions about God within Christianity and Islam | Special Times Ramadan and Eid | The Buddhist Community Buddhist values and beliefs | Peace Explore the meaning of peace across different religions | What is Islam? Explore cornerstones of the Islamic faith | People of Faith, Courage, and Commitment Famous people of faith |

Implementation

At Cromwell Academy, we have taken the requirements and guidelines presented in the Cambridgeshire Agreed Syllabus for 2023-2028 and used them to build an enriching, thorough and relevant R.E. curriculum. In KS1 our pupils learn about and from principal religions represented in the UK - **Christianity, Islam and Judaism**. In KS2 they will spend time looking at these religions more in depth to ask and answer bigger questions and will also be introduced to other religions including **Hinduism, Sikhism and Buddhism**. Other, non-religious worldviews, for example **Humanism**, are also a focus of study in KS2.

Pupils in the EYFS learn about religions and worldviews through special people, stories, times, places and objects. They are encouraged to talk about and reflect on special times and events within their family and share their own experiences. They learn about special celebrations and are encouraged to compare these with their own family customs and traditions.

Our curriculum ensures that pupils gain the skills they need to engage seriously with religions and worldviews. Our pupils develop their knowledge and understanding of R.E. through:

- Handling artefacts
- Visiting places of worship in Cambridgeshire
- Organising class visits from people and representatives of different faiths
- Parent visiting to talk about their religion/celebrations
- Using drama to express feelings and ideas
- Responding to images, games, movies, art, music and dance
- Independent and group research projects
- Creating pieces of art based on religious imagery
- Comparing and contrasting religions through discussion
- Debating philosophical ideas regarding faiths and asking/answering ultimate questions posed by these

Impact

Our school has a respectful and supportive ethos. Our approach to R.E. supports the children in learning and developing transferrable skills, such as collaborative and independent learning, speaking and listening skills, and recognising the success and achievement of others. Through our approach, every child should make at least good progress from their starting point and will develop an understanding and appreciation of diversity. They will be equipped with the knowledge, understanding and skills to challenge racism and discrimination.

Assessment

Children are assessed based on two attainment targets for R.E.:

Attainment Target 1 – Learning **about** religion and belief

Attainment Target 2 – Learning **from** religion and belief

Teachers make termly summative assessments to determine children's understanding and inform planning of R.E. Children are assessed as "working towards", "working at" and "working above". The data is reviewed on a termly basis by the R.E. Subject Leader, who also carries out learning walks and lesson observations.