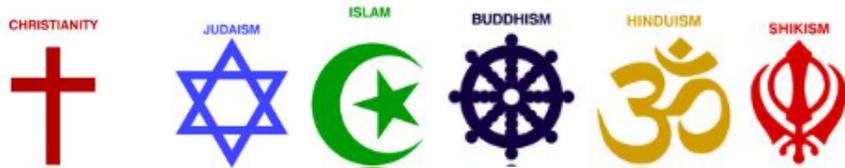


The Religious Education Curriculum at Milford

Using an RE Progression Map based on Non-Statutory Guidance on Areas to Cover, we set out to show:

- coherence and progression of the study of each World Faith
- the progression in skills specifically related to Religious Education in our Curriculum.

At a glance, these symbols show coverage of each Faith:



The Skills are also colour coded:

Beliefs and Teachings from these World Faiths - (Teachings)

Rituals, Ceremonies and Lifestyles from these World Faiths (Rituals)

How Beliefs are expressed (Express Beliefs)

Time to Reflect and Personal Growth (Reflect)- Please note that this section correlates with Spiritual in SMSC

Values in your Own and Other's Lives (Values)

Links to **RSHE**, **British Values** and **SMSC** are also made explicit, as are **links** to units taught in previous years.

The Religious Education Curriculum at Milford

EYFS and KSI

EYFS	<p>Themes include: 'Let's Talk About Me', 'Let's Find Out About the World Around Us' and 'Let's Get Creative'</p> <p>They cover the EYFS 7 Areas of Learning (Statutory Framework EYFS)- Key areas connected to Religious Education are:</p> <p>Communication and Language - to develop their confidence and skills in expressing themselves</p> <p>Personal, Social and Emotional Development - help children develop a positive sense of themselves, and other; to form positive relationships and develop respect for others</p> <p>Understanding the World - guiding children to make sense of their ...community through opportunities to explore, observe and find out about people [and} places</p> <p>Expressive arts and design - to encourage sharing thoughts, ideas and feelings through a variety of activities</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Focus	 Hinduism	 Christianity	 Judaism	 Christianity	  Sikhism or Buddhism	 Islam
Y1	 Diwali describe the main beliefs of a religion; describe the main festivals of a religion. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; learn the name of important religious stories; retell religious stories and	  Gifts & Giving describe the main beliefs of a religion; describe the main festivals of a religion. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;	 Purim describe the main beliefs of a religion; describe the main festivals of a religion. recognise, name and describe religious artefacts, places and practices; explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;	 Easter & Surprises describe the main beliefs of a religion; describe the main festivals of a religion. name religious symbols and the meaning of them; learn the name of important religious stories;	 Naam Karan recognise, name and describe religious artefacts, places and practices; explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; observe when practices and rituals are featured in more than one religion or	   Places of Worship describe the main beliefs of a religion; recognise, name and describe religious artefacts, places and practices; name religious symbols and the meaning of them;

	<p>suggest meanings in the story.</p> <p>ask questions about the puzzling aspects of life; What is luck?</p> <p>understand that there are similarities and differences between people. Diwali and Christmas</p> <p>understand that they have their own choices to make and begin to understand the concept of morals.</p>	<p>understand that there are similarities and differences between people. Eid and Christmas</p> <p>look at how values affect a community and individuals;</p> <p>explain how actions can affect other people;</p>	<p>learn the name of important religious stories;</p> <p>retell religious stories and suggest meanings in the story.</p> <p>identify things that are important in their lives; clothes, gifts</p> <p>ask questions about the puzzling aspects of life; How does it feel to give and receive gifts?</p> <p>explain how actions can affect other people;</p> <p>understand that they have their own choices to make and begin to understand the concept of morals.</p> <p>Link to Aut 2. Gifts and Giving exchange gifts</p>	<p>identify things that are important in their lives; surprises</p> <p>ask questions about the puzzling aspects of life; What is a surprise?</p>	<p>lifestyle.</p> <p>name religious symbols and the meaning of them;</p> <p>ask questions about the puzzling aspects of life; What is a family?</p> <p>understand that there are similarities and differences between people. families</p> <p>RSHE family</p> <p>SMSC Social - Naam Karan</p> <p>BV - tolerance, respect</p>	<p>identify things that are important in their lives; special places</p> <p>understand that there are similarities and differences between people.</p> <p>look at how values affect a community and individuals;</p> <p>SMSC - social and cultural</p> <p>BV - tolerance, respect</p>
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<p>Y2</p> <p> HINDUISM</p> <p>Navratri</p> <p>describe the main beliefs of a religion;</p> <p>describe the main festivals of a religion</p> <p>recognise, name and describe religious artefacts, places and practices;</p> <p>explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;</p> <p>learn the name of important religious stories;</p> <p>retell religious stories and suggest meanings in the story.</p> <p>ask questions about the puzzling aspects of life; What</p>	<p> CHRISTIANITY</p> <p>Christmas</p> <p>describe the main festivals of a religion.</p> <p>explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;</p> <p>name religious symbols and the meaning of them;</p> <p>learn the name of important religious stories;</p> <p>retell religious stories and suggest meanings in the story.</p> <p>identify things that are important in their lives;</p> <p>understand that there are similarities and</p>	<p> JUDAISM</p> <p>Hannukah</p> <p>describe the main beliefs of a religion;</p> <p>describe the main festivals of a religion.</p> <p>recognise, name and describe religious artefacts, places and practices;</p> <p>explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;</p> <p>observe when practices and rituals are featured in more than one religion or lifestyle.</p> <p>learn the name of important religious stories;</p> <p>ask questions about the puzzling</p>	<p> SIKHISM</p> <p>Anand Karaj</p> <p>explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;</p> <p>observe when practices and rituals are featured in more than one religion or lifestyle.</p> <p>identify things that are important in their lives; weddings</p> <p>ask questions about the puzzling aspects of life; What is a promise? What is love?</p> <p>understand that there are similarities and</p>	<p> SIKHISM ISLAM BUDDHISM</p> <p>Places of Worship</p> <p>describe the main beliefs of a religion;</p> <p>recognise, name and describe religious artefacts, places and practices;</p> <p>observe when practices and rituals are featured in more than one religion or lifestyle.</p> <p>name religious symbols and the meaning of them;</p> <p>understand that there are similarities and differences between people.</p> <p>look at how values affect a community and individuals;</p> <p>SMSC - social and cultural</p> <p>BV - tolerance, respect</p> <p>(Islam in Summer B)</p>
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<p>is God like? understand that there are similarities and differences between people. feelings understand that they have their own choices to make and begin to understand the concept of morals. Link to Y1 Diwali RSHE - parents/carers/ worries</p>	<p>differences between people. What makes you joyful? SMSC - social - spreading joy</p>	<p>aspects of life; What is a miracle? explain how actions can affect other people; understand that they have their own choices to make and begin to understand the concept of morals. Link to Y1 Diwali and Y2 Christmas (light)</p>	<p>differences between people. weddings/love SMSC - cultural</p>	
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The Religious Education Curriculum at Milford

LKS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y3</p>	<p style="text-align: center;"><small>HINDUISM</small>  Ganesh Chaturthi identify religious artefacts and how they are involved in daily practices and rituals describe religious buildings and how they are used; begin to identify religious symbolism in different forms of art and communication; looking at holy texts and stories, explain meaning in a story; understand that personal experiences and feelings can influence their attitudes and actions ask questions that have no agreed answers, and offer suggestions as answers to those questions; How do we overcome obstacles?</p>	<p style="text-align: center;"><small>CHRISTIANITY</small>  The Nativity Story refer to religious figures and holy books. looking at holy texts and stories, explain meaning in a story; offer suggestions about why religious and non-religious leaders and followers have acted the way they have discuss and give opinions on morals and values, including their own.</p>	<p style="text-align: center;"><small>JUDAISM</small>  Shavuot describe the key teachings and beliefs of a religion; refer to religious figures and holy books. begin to identify religious symbolism in different forms of art and communication; understand that there are similarities and differences between people and respect those differences ask questions that have no agreed answers, and offer suggestions as answers to those questions; What are rules?</p>	<p style="text-align: center;"><small>CHRISTIANITY</small>  Lent refer to religious figures and holy books. explain religious ceremonies and rituals and their importance for people's lives and sense of belonging begin to identify religious symbolism in different forms of art and communication; express their beliefs in different forms, with respect for others' beliefs and comparing beliefs understand that personal experiences and feelings can influence their attitudes and actions ask questions that have no agreed answers, and</p>	<p style="text-align: center;"><small>BUDDHISM</small>  Vesak refer to religious figures and holy books. identify religious artefacts and how they are involved in daily practices and rituals looking at holy texts and stories, explain meaning in a story; express their beliefs in different forms, with respect for others' beliefs and comparing beliefs understand that personal experiences and feelings can influence their attitudes and actions ask questions that have no agreed answers, and offer</p>	<p style="text-align: center;"><small>ISLAM</small>  The Hajj describe the key teachings and beliefs of a religion; identify religious artefacts and how they are involved in daily practices and rituals describe religious buildings and how they are used; explain religious ceremonies and rituals and their importance for people's lives and sense of belonging understand that personal experiences and feelings can influence their attitudes and actions ask questions that have no agreed answers, and offer</p>

	<p>make informed choices and understand the consequences of choices;</p> <p>describe how shared values in a community can affect behaviour and outcomes;</p> <p>discuss and give opinions on morals and values, including their own.</p> <p>Link to KSI Hinduism SMSC Hindu visitor - social BV - respect</p>		<p>describe how shared values in a community can affect behaviour and outcomes</p> <p>discuss and give opinions on morals and values, including their own.</p> <p>Link to Y2 Hannukah and YI Purim Judaism SMSC Synagogue visit - social, moral and cultural BV - laws</p>	<p>offer suggestions as answers to those questions;</p> <p>What is belief and prayer?</p> <p>make informed choices and understand the consequences of choices;</p> <p>RSHE feelings of sadness and happiness SMSC - moral BV - Respect, tolerance</p>	<p>suggestions as answers to those questions;</p> <p>What is kindness? RSHE - feelings</p>	<p>suggestions as answers to those questions;</p> <p>What is a journey?</p> <p>understand that there are similarities and differences between people and respect those differences</p> <p>describe how shared values in a community can affect behaviour and outcomes</p> <p>Link to YI Gifts and Giving 5 pillars - Charity</p>
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<p>Y4</p>	<p>HINDUISM</p>  <p>Janmashtami</p> <p>begin to compare the main festivals of world religions; refer to religious figures and holy books.</p> <p>explain religious ceremonies and rituals and their importance for people's lives and sense of belonging</p> <p>begin to identify religious symbolism in different forms of art and communication;</p> <p>looking at holy texts and stories, explain meaning in a story;</p> <p>express their beliefs in different forms, with respect for others' beliefs and comparing beliefs</p> <p>ask questions that have no agreed answers, and offer suggestions as answers to</p>	<p>CHRISTIANITY SHIKISM JUDAISM</p>  <p>ISLAM BUDDHISM</p>  <p>People of Faith</p> <p>describe the key teachings and beliefs of a religion;</p> <p>express their beliefs in different forms, with respect for others' beliefs and comparing beliefs</p> <p>understand that personal experiences and feelings can influence their attitudes and actions</p> <p>offer suggestions about why religious and non-religious leaders and followers have acted the</p>	<p>JUDAISM</p>  <p>Shabbat</p> <p>identify religious artefacts and how they are involved in daily practices and rituals</p> <p>begin to identify religious symbolism in different forms of art and communication;</p> <p>express their beliefs in different forms, with respect for others' beliefs and comparing beliefs</p> <p>ask questions that have no agreed answers, and offer suggestions as answers to those questions;</p> <p>Why do we need to rest?</p> <p>make informed choices and understand the</p>	<p>CHRISTIANITY</p>  <p>Holy Week in Easter</p> <p>refer to religious figures and holy books.</p> <p>identify religious artefacts and how they are involved in daily practices and rituals</p> <p>explain religious ceremonies and rituals and their importance for people's lives and sense of belonging</p> <p>begin to identify religious symbolism in different forms of art and communication;</p> <p>understand that personal experiences and feelings can influence their attitudes and actions</p> <p>offer suggestions about why religious and non-religious leaders and</p>	<p>SHIKISM</p>  <p>Vaisakhi</p> <p>describe the key teachings and beliefs of a religion;</p> <p>begin to compare the main festivals of world religions;</p> <p>identify religious artefacts and how they are involved in daily practices and rituals</p> <p>describe religious buildings and how they are used;</p> <p>explain religious ceremonies and rituals and their importance for people's lives and sense of belonging</p>	<p>ISLAM</p>  <p>Eid ul Adha</p> <p>explain religious ceremonies and rituals and their importance for people's lives and sense of belonging</p> <p>begin to identify religious symbolism in different forms of art and communication;</p> <p>looking at holy texts and stories, explain meaning in a story;</p> <p>understand that personal experiences and feelings can influence their attitudes and actions</p> <p>offer suggestions about why religious and non-religious leaders and followers have acted the way they have</p>
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<p>those questions; What is a role model? Link to KSI and Y3 Hinduism Hindu Visitor - social BV - respect</p>	<p>way they have understand that there are similarities and differences between people and respect those differences make informed choices and understand the consequences of choices describe how shared values in a community can affect behaviour and outcomes discuss and give opinions on morals and values, including their own. RSHE overcoming stereotypes and barriers SMSC - social and Moral BV individual Liberty</p>	<p>consequences of choices; describe how shared values in a community can affect behaviour and outcomes SMSC - Moral and Social BV - respect, tolerance</p>	<p>followers have acted the way they have understand that there are similarities and differences between people and respect those differences make informed choices and understand the consequences of choices; Link to Y3 Lent SMSC - cultural BV - respect, tolerance</p>	<p>begin to identify religious symbolism in different forms of art and communication; ask questions that have no agreed answers, and offer suggestions as answers to those questions; identity offer suggestions about why religious and non-religious leaders and followers have acted the way they have Link to Y2 Anand Karaj Guru Granth Sahib</p>	<p>ask questions that have no agreed answers, and offer suggestions as answers to those questions; What is charity? make informed choices and understand the consequences of choices; discuss and give opinions on morals and values, including their own. Link to Y3 Hajj, Y1 Giving - Charity People Y4</p>
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The Religious Education Curriculum at Milford

UKS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	<p><small>HINDUISM</small>  Holi explain practices and lifestyles associated with belonging to a faith; explore religious symbolism in literature and the arts; recognise and express feelings about their identities and beliefs; explain why individuals and communities may have similar and differing values;</p>	<p><small>CHRISTIANITY</small>  True Meaning of Christmas for Christians explain practices and lifestyles associated with belonging to a faith; explore religious symbolism in literature and the arts; explain some of the different ways individuals show their beliefs;</p>	<p><small>JUDAISM</small>  Passover explain some of the different ways individuals show their beliefs; share their opinion or express their own belief with respect and tolerance for others. recognise and express feelings about their identities and beliefs; explain their own opinions about tricky concepts and tricky questions that have</p>	<p><small>CHRISTIANITY</small>  Pentacost recognise and explain how some teachings and beliefs are shared between religions explain how religious beliefs can shape the lives of individuals and contribute to society. explain practices and lifestyles associated</p>	<p><small>BUDDHISM</small>  Dharma Day recognise and explain how some teachings and beliefs are shared between religions explain how religious beliefs can shape the lives of individuals and contribute to society.</p>	<p><small>ISLAM</small>  Ramadan and Eid al'Fit recognise and explain how some teachings and beliefs are shared between religions explain practices and lifestyles associated with belonging to a faith; explain their own opinions about tricky concepts and tricky</p>

		<p>share their opinion or express their own belief with respect and tolerance for others.</p> <p>recognise and express feelings about their identities and beliefs;</p> <p>express their own values while respecting the values of others.</p> <p>Link to Y2 Christingle and Y3 Nativity</p>	<p>no universally agreed answers;</p> <p>Does God care?</p> <p>show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences;</p> <p>express their own values while respecting the values of others.</p> <p>Link to History topic Crime and Punishment</p> <p>SMSC Jewish visitor - social, moral</p> <p>BV - individual liberty</p>	<p>with belonging to a faith;</p> <p>compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles;</p> <p>explain some of the different ways individuals show their beliefs;</p> <p>share their opinion or express their own belief with respect and tolerance for others.</p> <p>How do you work as part of the body of your school, family or community?</p> <p>SMSC Social,</p> <p>Link to Naam Karam YI Baptism</p>	<p>explain practices and lifestyles associated with belonging to a faith;</p> <p>show an understanding of the role of a spiritual leader.</p> <p>explore religious symbolism in literature and the arts;</p> <p>recognise and express feelings about their identities and beliefs;</p> <p>explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers;</p> <p>compassion</p> <p>explain why their answers may be different from someone else's and respond sensitively</p> <p>explain why individuals and communities may have similar and differing values;</p> <p>show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the</p>	<p>questions that have no universally agreed answers; Gratitude</p> <p>explain why their answers may be different from someone else's and respond sensitively</p> <p>Link to Y3 Lent sacrifice/fasting YI Eid, Y3 Hajj</p> <p>SMSC Social, cultural + mosque/visitor</p>
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					consequences; SMSC - Social and Moral BV - Right and Wrong	
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Y6



Bandi Chhor Divas

recognise and explain how some teachings and beliefs are shared between religions

explain practices and lifestyles associated with belonging to a faith;
show an understanding of the role of a spiritual leader.

explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers;

What does the term 'defend the weak' mean to you?

explain why individuals and communities may have similar and differing values;

Link to Diwali , Christmas and Hannukah (light)
Link to Justice and Freedom



The Christmas Story

explain practices and lifestyles associated with belonging to a faith;
show an understanding of the role of a spiritual leader.

explore religious symbolism in literature and the arts;
explain some of the different ways individuals show their beliefs;

recognise and express feelings about their identities and beliefs;

express their own values while respecting the values of others.

Link to Y2 Christingle and Y3 Nativity, Y5 Christmas

Multi -Faith Justice and Freedom

recognise and explain how some teachings and beliefs are shared between religions
explain how religious beliefs can shape the lives of individuals and contribute to society.

explain practices and lifestyles associated with belonging to a non-religious community

recognise and express feelings about their identities and beliefs;

explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers;

What are justice and freedom?

explain why their answers may be different from someone else's and respond sensitively

explain why individuals and communities may have similar and differing values;

show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences;

express their own values while respecting the values of others.



Sunday

recognise and explain how some teachings and beliefs are shared between religions
explain how religious beliefs can shape the lives of individuals and contribute to society.

explain practices and lifestyles associated with belonging to a faith;

explain practices and lifestyles associated with belonging to a non-religious community

compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles;

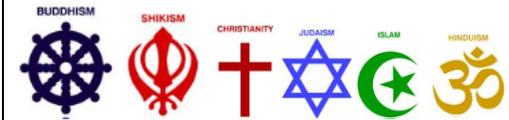
explore religious symbolism in literature and the arts;

explain some of the different ways individuals show their beliefs;

share their opinion or express their own belief with respect and tolerance for others.

explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; worship

explain why their answers may be different from someone else's and respond sensitively



Religion Through Art

Link back to the RE Curriculum at Milford

explore religious symbolism in literature and the arts;

Buddhism and Sikhism in Summer A

Islam in Summer B

Christianity, Judaism and Hinduism arranged in any order

RSHE Respect

BV - Liberty, Law

explain why
individuals and
communities may
have similar and
differing values;

SMSC Christian
visitor - social

BV - tolerance,
respect

