



RE at Milford Infants' School

Intent

Through their Religious Education learning, Milford children are **curious** about different religions and cultures. They build **tolerance** and **respect**, **connecting** them with others and ensuring they are **ready** for the challenges of life.

Our teaching of Religion gives children an understanding of who they are, who their family and friends are and people in their environment and wider communities. This builds on the cultural capital that begins in Reception.

Spirituality in Milford Infants' School provides young children with a foundational understanding of religious beliefs, values and practices in a way that is age-appropriate and engaging. The focus is fostering respect for diversity, nurturing spiritual growth, and instilling moral values.

Our approach is to be inclusive, gentle, and tailored to the developmental stage of our young children, focusing on building a positive and supportive foundation for spiritual and moral growth.

Pre-School	Reception	Key Stage One
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>	<p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>*Early Learning Goals</p>	<p>BELIEFS, TEACHINGS AND SOURCES</p> <ul style="list-style-type: none"> Interpreting beliefs, teachings and sources of wisdom and authority in order to understand religions and beliefs. Understanding and responding critically to beliefs and attitudes. <p>PRACTICES AND WAYS OF LIFE</p> <ul style="list-style-type: none"> Exploring the impact of religions and beliefs on how people live their lives. Understanding and responding critically to beliefs and attitudes. <p>FORMS OF EXPRESSING MEANING</p> <ul style="list-style-type: none"> Appreciating that individuals and cultures express their beliefs and values through many different forms. <p>IDENTITY, DIVERSITY AND BELONGING</p> <ul style="list-style-type: none"> Understanding how individuals develop a sense of identity and belonging through faith or belief. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs. <p>MEANING, PURPOSE AND TRUTH</p> <ul style="list-style-type: none"> Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them. <p>VALUES AND COMMITMENTS</p> <ul style="list-style-type: none"> Understanding how moral values and a sense of obligation can come from beliefs and experience. Evaluating their own and others' values in order to make informed, rational and imaginative choices. <p><i>Copied from AMV website - B02 Attainment Target and Areas of Enquiry</i></p>
<p>Noticing difference between people.</p> <p>To begin and continue developing positive attitudes about the difference between people.</p>		

Implementation

At Milford Infants' School children can recall prior learning and build on that knowledge. Children have a weekly assembly on stories from the bible for the duration of 20 minutes and an additional 20 minute assembly on morals, values and beliefs.

Teaching in the Early Years follows the Educational Programme and ideas from Development Matters relevant to our children's needs. Teachers follow and plan for children's interests throughout the year ensuring high quality opportunities are provided so that children can demonstrate the skills of the ELG by the end of the year.

Teaching in Key Stage One follows the National Curriculum and Awareness, Mystery and Values Syllabus. Teachers encourage spiritual and moral development through experiences to promote deeper thinking and understanding.

Within our School we introduce young children to concepts of faith, values, and traditions in an age-appropriate and sensitive manner. The focus is on fostering respect, understanding, and kindness, rather than in-depth theological study. Developmentally appropriate content includes;

We introduce age-appropriate religious stories from various traditions, like stories from the Bible, or other cultural narratives. These stories can focus on moral lessons such as kindness, sharing, and honesty.



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We introduce simple religious symbols (e.g., crosses and stars) and explain their meaning in a non-didactic way. Explore rituals like prayer or lightings of candles, explaining their significance in a respectful manner.

We introduce multi-faith education of religious practices, fostering an understanding and appreciation for diversity. This includes celebrating festivals like Christmas, Diwali, Eid, Hanukkah, etc., with simple explanations of their meanings.

We use interactive learning using songs, games, and art to help children explore the concepts of different religions in a fun and engaging way. For instance, children could make cards or crafts related to different religious symbols or celebrate global traditions together.

We create a safe and inclusive environment by promoting respect for all beliefs, promoting a classroom culture where every child feels their background and beliefs are respected, whether they are religious or secular. We use inclusive language that doesn't assume any one belief system is universal.

We use visual aids and resources in the form of religious picture books and simple stories that depict religious figures and practices. We use religious songs, nursery rhymes, and chants that are easy for infants to learn, focusing on themes of kindness, peace, and compassion.

Through experiential learning children celebrate and participate in religious festivals, if appropriate, to give children a first hand experience of different traditions. These can be celebrated with crafts, songs, and stories to make them meaningful. We organise visits to local places of worship such as churches, to expose children to religious environments in a guided, respectful manner.

We explore moral and ethical development, helping children understand the impact of their actions on others. This can include lessons about sharing, caring for others, and being good to one another, which aligns with many religious teachings. We promote peace through teaching children to manage conflict peacefully, following the principles of forgiveness and reconciliation, which are common across religions.

We encourage reflection and empathy through guided conversations. After stories or activities, we encourage children to reflect on how the story made them feel and what they learned, promoting discussions on how the teachings relate to their daily lives. We teach children how to be kind and understanding toward everyone, regardless of their background or beliefs.

By focusing on these elements, religious education at Milford Infants' School is a positive, inclusive, and enriching experience that supports the social, emotional, and moral development of children while respecting their diverse backgrounds and beliefs.

Impact

- Children have explored the key themes of religion and the beliefs that make that religion unique.
- Children have a deeper understanding of religion and religious vocabulary.
- Children are able to talk expressively and confidently about different religions.
- Children are assessed through a quiz to recall key facts and knowledge at the end of each lesson and topic.
- At the end of each stage of development children have built on prior knowledge and are ready to continue their understanding of religion and religious beliefs.