

**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.

	EYFS - Preschool	EYFS - Reception	Key stage 1
Beliefs and teachings (from various religions)	<p>2 – 3 yrs I know that special occasions take place in special buildings.</p> <p>3 – 4 yrs I know that there are different places of worship. I can name different religious places of worship. I can name the Church, chapel and the Mandir.</p>	<p>I know that places of worship are special to people, and I know why people go there. I can recognise, name, and describe a feature of a familiar place of worship. I can recognise, name, and describe different religious places. 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. UTW. PC&amp;C.ELG</p>	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>describe the main beliefs of a religion;</li> </ul> <p>describe the main festivals of a religion.</p>
Rituals, ceremonies and lifestyles (from various religions)	<p>2 – 3 yrs I can comment on recent photographs of experiences in my own life, e.g., my visit to the seaside, park, or farm.</p> <p>3 -4 yrs I can comment on recent photos and pictures of celebrations in my own life, e.g. This is me at ... my birthday, Christmas, Diwali or Chinese New Year. I can comment on images of familiar experiences that I have shared in my own life. I can retell key events such as, visits to the dentist, holidays, and day trips.</p>	<p>I can comment on images of a wide range of celebrations such as Diwali, Easter, Christmas, Harvest and Chinese New Year. I can describe my memories of key events and celebrations, providing some details. I can share my feelings and narrate events. I can talk about the experiences that others have in celebrating their special times. 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. UTW. PC&amp;C.ELG</p>	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>recognise, name and describe religious artefacts, places and practices;</li> <li>explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;</li> </ul> <p>observe when practices and rituals are featured in more than one religion or lifestyle.</p>
How beliefs are expressed	<p>2 – 3 yrs I know and can talk about things that I believe.</p> <p>3 – 4 yrs know that there are</p>	<p>I can show a positive attitude in talking about and explaining the differences between people. I can comment on the differences between people's beliefs</p>	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>name religious symbols and the meaning of them;</li> </ul>

	<p>differences in what people believe.</p> <p>I am developing a positive attitude in understanding about the differences between people.</p>	<p>and how they celebrate and live their lives.</p> <p>I can talk about the main festivals of a religion.</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. UTW. PC&amp;C.ELG</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. UTW. PC&amp;C.ELG</p>	<ul style="list-style-type: none"> <li>learn the name of important religious stories; retell religious stories and suggest meanings in the story.</li> </ul>
<p>Time to reflect and personal growth</p>	<p><b>Linked with PSHE</b></p> <p>2 – 3 yrs</p> <p>I am beginning to have confidence in myself because I feel secure and safe as the environment is familiar.</p> <p>I am playing on my own and with others. I show confidence when being taken out of my setting because I trust and feel safe with my key person.</p> <p>3 – 4 yrs</p> <p>I am becoming more outgoing with unfamiliar people within my setting. I am showing more confidence when talking to new people.</p> <p>I know people should listen to me just as I should listen to them.</p>	<p>I have formed positive adult and peer friendships. PSED. BR. ELG</p> <p>I work and play co-operatively, including turn taking, with others. PSED. BR. ELG</p> <p>I show confidence when playing and talking to adults and friendship peers. PSED. BR. ELG</p>	<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>identify things that are important in their lives;</li> <li>ask questions about the puzzling aspects of life; understand that there are similarities and differences between people.</li> </ul>
<p>Values (in your own life and others lives)</p>	<p><b>Linked with PSHE</b></p> <p>2 – 3 yrs</p> <p>I am beginning to build friendships with others.</p> <p>3 – 4 yrs</p> <p>I am beginning to find solutions to conflicts I am having e.g. when two people want the bike I use the timer to take turns.</p> <p>I can think about the perspective of others</p>	<p>I can think about the perspective of others</p> <p>I show sensitivity to my own needs.</p> <p>I show sensitivity to others needs.. PSED. BR. ELG</p>	<p>Children look at and appreciate how many people’s values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>look at how values affect a community and individuals;</li> <li>explain how actions can affect other people; understand that they have their own choices to make and begin to understand the concept of morals.</li> </ul>

