

# RELIGIOUS EDUCATION

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## RELIGIOUS EDUCATION INTENT STATEMENT

At Oldbrook First School, our intent is to deliver the required aspects of the 2025 Milton Keynes Agreed Syllabus for Religious Education in a way that engages and includes all our children. We aim to celebrate and reflect the diverse religions and worldviews within our school community, using pupils' own experiences to enrich learning for everyone. By the time they leave Oldbrook, we want our children to understand how religion and worldviews influence the lives of others locally, nationally and globally. We provide children with accurate knowledge and a deeper understanding of a range of religious and non-religious worldviews, helping them to show respect, build friendships and celebrate differences together. Our RE curriculum lays the foundation for curiosity, critical thinking, tolerance and mutual understanding, which they can carry with them throughout their lives.

## RELIGIOUS EDUCATION IMPLEMENTATION

At Oldbrook First School, we follow the **2025 Milton Keynes Agreed Syllabus for Religious Education** as the foundation for our curriculum. As a school with children from Nursery to Year 2, we design our RE teaching to be age-appropriate, engaging and inclusive for all pupils.

In line with the syllabus, our children explore Christianity as the main religion throughout their time at Oldbrook, alongside other principal religions and non-religious worldviews to help them understand and respect different ways of life.

In **Early Years Foundation Stage**, children begin to learn about Christianity and develop an awareness of different worldviews through stories, celebrations and first-hand experiences linked to the Early Learning Goal 'People, Culture and Communities'.

In **Year 1**, children continue to deepen their knowledge of Christianity and learn about Judaism, making links with their own experiences and beginning to compare beliefs and traditions.

In **Year 2**, children build on their understanding of Christianity and explore Hinduism, further developing respect for religious diversity and worldviews in their wider community.

Our children and staff come from a wide range of cultural and religious backgrounds, and we value the beliefs and experiences each child brings. We encourage everyone to share and learn from one another in a climate of respect and curiosity. Throughout the year, parents and carers are invited to join us in celebrating festivals and special days from different religions and cultures. All religions and worldviews are treated with care and sensitivity. We value strong links between home, school and local faith communities, and enrich our RE through visits to places of worship and welcoming visitors into school.

## RELIGIOUS EDUCATION IMPACT

Pupils at Oldbrook First School enjoy learning about different religions and worldviews, and exploring why some people choose to follow a religion or hold non-religious beliefs. Through their Religious Education, our children make connections between their own lives and the lives of others in our school, local community and the wider world. This helps them develop curiosity, respect and an understanding of different cultures, beliefs and ways of living. We believe that Religious Education is invaluable in helping our pupils make sense of the world around them and prepare for life in a diverse society.

## RELIGIOUS EDUCATION OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Nursery</b>  (2 year cycle- skills and knowledge delivered through different topics)	What does it mean to be kind?	Why are some people remembered by others?	Why are some places special?	Why are some occasions special?	Why are some symbols and actions special?	What can we learn from stories with a moral message?
<b>Reception</b>  (2 year cycle- skills and knowledge delivered through different topics)	What does it mean to be kind?	Why are some people remembered by others?	Why are some places special?	Why are some occasions special?	Why are some symbols and actions special?	What can we learn from stories with a moral message?
<b>Year 1</b>	What are religions and worldviews and how do we find out about them? (Core unit, 1–2 lessons)  What do Christians believe about God and why?	How do Christians remember Jesus at different times of the year? (Christmas focus)	How and where did Judaism start?  Who is remembered in Judaism and how are they remembered?	What did Jesus teach his followers and how did he teach?	What do Jewish people celebrate and why?  What role does the synagogue play?	What is important to people with non-religious worldviews?  What, and how, do people with non-religious views celebrate?
<b>Year 2</b>	What do different	What role does	What beliefs and	How do Hindus	What do Hindus	What is important

	<p>religions and worldviews have in common? (Core unit, 1–2 lessons)</p> <p>Where and how do Christians worship?</p>	<p>the church play in Christian life?</p> <p>How and why do Christians pray?</p>	<p>values are important to Hindus?</p> <p>What role does the Mandir play in Hindu life?</p>	<p>show their beliefs and values in everyday life?</p> <p>What do Hindus celebrate and why?</p>	<p>celebrate and why?</p> <p>What role does the mandir play in Hindu life?</p>	<p>to people with non-religious worldviews?</p> <p>What, and how, do people with non-religious views celebrate?</p>
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## CULTURAL CAPITAL OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Nursery</b>	<p>Learn how and why people show kindness.</p> <p>Explore the idea of belonging to family, class, and community.</p> <p>Hear kindness stories (e.g. Jesus, Guru Nanak).</p> <p>Link to school ethos: “treat others as you wish to be treated.”</p>	<p>Hear stories of important figures (Abraham &amp; Sarah, Moses, Jesus, Prophet Muhammad, Guru Nanak, Buddha, Darwin).</p> <p>Learn that people can be remembered through stories and celebrations.</p> <p>Explore role models from the past and present.</p>	<p>Explore what “special” means.</p> <p>Learn about special places in religion: church, mosque, synagogue, mandir, gurdwara.</p> <p>Explore special secular places: home, nature, Earth, universe.</p> <p>Develop awareness of beauty and care for the world.</p>	<p>Learn about a range of festivals (Christmas, Easter, Diwali, Holi, Eid, Ramadhan, Passover, Chanukah, Vaisakhi, Wesak, Pentecost, birthdays).</p> <p>Explore how people celebrate at home and in community.</p> <p>Notice that not everyone celebrates in the same way.</p>	<p>Learn about prayer, charity, giving thanks, good deeds.</p> <p>Explore artefacts: candles, gifts, food, offerings.</p> <p>Understand that symbols and actions show what is important to people.</p>	<p>Explore religious and secular stories with morals (creation stories, parables of Jesus, Hadith, Rama &amp; Sita, Krishna, Aesop’s fables).</p> <p>Learn that stories can teach lessons about life, kindness, and fairness.</p> <p>Begin to recognise similarities and differences between stories.</p>
<b>Reception</b>	<p>Learn how and why people show kindness.</p> <p>Explore the idea of belonging to family, class, and community.</p>	<p>Hear stories of important figures (Abraham &amp; Sarah, Moses, Jesus, Prophet Muhammad, Guru Nanak, Buddha, Darwin).</p>	<p>Explore what “special” means.</p> <p>Learn about special places in religion: church, mosque, synagogue,</p>	<p>Learn about a range of festivals (Christmas, Easter, Diwali, Holi, Eid, Ramadhan, Passover, Chanukah, Vaisakhi, Wesak,</p>	<p>Learn about prayer, charity, giving thanks, good deeds.</p> <p>Explore artefacts: candles, gifts, food, offerings.</p>	<p>Explore religious and secular stories with morals (creation stories, parables of Jesus, Hadith, Rama &amp; Sita, Krishna, Aesop’s fables).</p>

	<p>Hear kindness stories (e.g. Jesus, Guru Nanak).</p> <p>Link to school ethos: “treat others as you wish to be treated.”</p>	<p>Learn that people can be remembered through stories and celebrations.</p> <p>Explore role models from the past and present.</p>	<p>mandir, gurdwara.</p> <p>Explore special secular places: home, nature, Earth, universe.</p> <p>Develop awareness of beauty and care for the world.</p>	<p>Pentecost, birthdays).</p> <p>Explore how people celebrate at home and in community.</p> <p>Notice that not everyone celebrates in the same way.</p>	<p>Understand that symbols and actions show what is important to people.</p>	<p>Learn that stories can teach lessons about life, kindness, and fairness.</p> <p>Begin to recognise similarities and differences between stories.</p>
<b>Year 1</b>	<p>Learn that people have different worldviews (religious &amp; non-religious).</p> <p>Meet the Christian idea of God as Creator.</p> <p>Explore the Trinity (Father, Son, Spirit).</p> <p>Discover that Jesus shows Christians what God is like.</p> <p>See how Christians pray and worship.</p> <p>Connect to Jewish roots (Abraham &amp; Moses).</p>	<p>Understand why Christians celebrate Christmas.</p> <p>Recognise symbols (star, candle, crib, tree, gifts).</p> <p>See how the Christmas story links to Jesus’ life and teaching.</p>	<p>Hear the origin stories of Judaism.</p> <p>Recognise Jewish values of faithfulness, remembrance, belonging.</p> <p>Explore how Jewish people remember important figures and stories (Moses, Noah, Torah).</p>	<p>Learn Jesus’ parables and miracles (Good Samaritan, Lost Sheep, Feeding 5000).</p> <p>Understand Christian values of kindness, love, forgiveness, helping others.</p>	<p>Recognise non-religious values: kindness, equality, fairness.</p> <p>Learn about non-religious celebrations (birthdays, weddings, naming, New Year).</p> <p>Compare how religious and non-religious people mark life events.</p>	<p>Hear moral stories from Christianity, Judaism, and Humanism (Aesop’s fables).</p> <p>Recognise special actions and symbols (candles, bread/wine, mezuzah, charity).</p> <p>Learn that stories, symbols, and actions give identity and meaning across worldviews.</p>
<b>Year 2</b>	<p>Understand that religions/worldviews share values and practices.</p> <p>Explore Christian worship in church and at home.</p>	<p>Learn the role of the church as people and building.</p> <p>See how church life builds community,</p>	<p>Learn Hindu beliefs about Brahman, Trimurti, avatars.</p> <p>Hear stories like Rama and Sita.</p>	<p>Explore Hindu everyday life: home shrines, family practices, Raksha Bandhan.</p> <p>Celebrate Hindu</p>	<p>Explore non-religious values: kindness, fairness, equality, reason.</p> <p>Learn about secular</p>	<p>Revisit how Christians remember Jesus at Easter and Pentecost.</p> <p>Compare values and practices</p>

	Recognise practices like baptism and communion.	<p>belonging, and learning.</p> <p>Explore prayer (Lord's Prayer, thank you/sorry/please prayers).</p>	Explore how the Mandir is central to Hindu worship and community.	<p>festivals: Diwali, Holi, Navaratri.</p> <p>Recognise themes of light over darkness, good over evil.</p>	<p>ceremonies: civil weddings, naming ceremonies.</p> <p>Recognise how secular celebrations still create community and belonging.</p>	<p>across Christianity, Hindu Dharma, and worldviews.</p> <p>Understand that religions/worldviews share similarities and differences.</p>
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## RELIGIOUS EDUCATION PROGRESSION OF SKILLS

	Early Years Foundation Stage	Year One	Year Two	Next Steps
<b>Believing</b>	<p>Hear simple stories of God/creation (Christian, Hindu, Muslim).</p> <p>Learn people have different beliefs (kindness, creation, God).</p> <p>Explore "special" people remembered (Jesus, Moses, Prophet Muhammad, Guru Nanak).</p>	<p>Christians: God as Creator, Trinity, Jesus shows what God is like.</p> <p>Judaism: Abraham, covenant, God as protector, Torah stories.</p> <p>Non-religious: Beliefs in kindness/equality without God.</p>	<p>Christians: Beliefs about worship, prayer, Jesus' presence.</p> <p>Hindus: Beliefs in Brahman, Trimurti, avatars, stories of Rama &amp; Sita.</p> <p>Non-religious: Beliefs about fairness, kindness, reason as guides.</p>	<p><b>EYFS:</b> Children hear simple creation stories and stories about God (e.g., Jesus, Prophet Muhammad, Guru Nanak). They begin to know that some people believe in God and some don't.</p> <p><b>Next Step Y1:</b> Children explore <i>Christian beliefs about God</i> (Creator, Trinity, Jesus as God on earth) and <i>Jewish beliefs</i> (Abraham, covenant, Torah). They begin to notice that non-religious people also have values (e.g., kindness, fairness).</p> <p><b>Next Step Y2:</b> Children deepen with <i>Christian beliefs about worship and prayer</i>, and learn Hindu ideas (Brahman, Trimurti, avatars, stories like Rama</p>

				and Sita). They also see that non-religious beliefs are guided by <i>reason and fairness</i> .
<b>Belonging</b>	<p>Experience belonging (family, class, celebrations).</p> <p>Learn some places are special (church, mosque, mandir, synagogue, gurdwara).</p> <p>Festivals show belonging to a group.</p>	<p>Christians: Belong to God's family through baptism, prayer, worship.</p> <p>Jews: Belong through remembering, festivals, synagogue.</p> <p>Non-religious: Belong to families, communities, friendships.</p>	<p>Christians: Belong through worship, prayer, church community.</p> <p>Hindus: Belong through Mandir, festivals, home shrines, family celebrations.</p> <p>Non-religious: Belong through secular ceremonies (naming, weddings).</p>	<p><b>EYFS:</b> Children recognise belonging in their family, class, and community. They notice that some places (church, mosque, temple) are special.</p> <p><b>Next Step Y1:</b> Children understand belonging to a <i>religious community</i>: baptism into the church, celebrating Shabbat as Jewish people, or belonging to a family that celebrates birthdays without religion.</p> <p><b>Next Step Y2:</b> Children deepen their understanding with <i>church as community, Mandir as spiritual hub, and non-religious ceremonies</i> (naming, weddings) — belonging as an identity that shapes daily life.</p>
<b>Behaving</b>	<p>Explore kind actions (sharing, helping).</p> <p>Explore prayer, stories, symbols (candles, gifts, food).</p> <p>Notice special actions in celebrations (fasting, giving, lighting lamps).</p>	<p>Christians: Pray, sing, read Bible, celebrate Christmas/Easter.</p> <p>Jews: Keep Shabbat, celebrate Passover, use mezuzah.</p> <p>Non-religious: Celebrate birthdays, weddings, New Year</p>	<p>Christians: Worship in church/home, prayer, baptism, communion.</p> <p>Hindus: Puja, arti, shrines at home, Diwali/Holi celebrations.</p> <p>Non-religious: Celebrate life events, act kindly and fairly.</p>	<p><b>EYFS:</b> Children explore how people show kindness (sharing, helping), and they see simple practices: prayer, lighting candles, celebrating festivals.</p> <p><b>Next Step Y1:</b> Children see how <i>Christians behave in worship</i> (praying, singing, celebrating</p>

				<p>Christmas/Easter), how <i>Jewish people live their faith</i> (Shabbat, mezuzah, Passover), and how <i>non-religious people behave</i> (celebrating birthdays, weddings, New Year).</p> <p><b>Next Step Y2:</b> Children broaden this with <i>Christian practices of baptism, communion, prayer, Hindu puja, arti, shrines, Diwali/Holi</i>, and <i>non-religious values in action</i> (kindness, fairness, equality lived out in community).</p>
<p><b>Reflecting and Making Links</b></p>	<p>Why are some people remembered?</p> <p>Why are some places/occasions special?</p> <p>What can we learn from stories?</p>	<p>How do Christians describe God?</p> <p>Why do Christians remember Jesus at Christmas/Easter?</p> <p>Why do Jewish people tell stories of Abraham/Moses?</p> <p>How do worldviews celebrate and value life events?</p> <p>What do different stories and symbols mean?</p>	<p>What do religions/worldviews have in common?</p> <p>Why do Christians pray and worship?</p> <p>What do Hindu stories teach about values?</p> <p>Why are Hindu festivals important?</p> <p>How are non-religious celebrations similar/different to religious ones?</p> <p>How do all religions/worldviews share belonging and values?</p>	<p><b>EYFS:</b> Children ask “Why are some people/places/symbols special?” They begin to reflect on kindness, fairness, and the meaning of stories.</p> <p><b>Next Step Y1:</b> Children make links between <i>Christian and Jewish stories and values</i> (love, forgiveness, remembrance), and start to reflect on how non-religious people also celebrate life. They begin to compare stories and symbols.</p> <p><b>Next Step Y2:</b> Children reflect more deeply on <i>shared values across religions and worldviews</i>. They link <i>Christian prayer, Hindu festivals, and</i></p>

				<p><i>secular celebrations</i> to the bigger questions of belonging, kindness, and fairness.</p>
<p><b>Vocabulary</b></p>	<p>Celebration Festival Harvest Diwali Christmas God, Jesus, special, kind, prayer, story, festival, celebrate, mosque, church, temple.</p>	<p>Christianity: God, Trinity, Jesus, parable, miracle, Easter, Christmas, prayer.</p> <p>Judaism: Abraham, covenant, Torah, synagogue, Shabbat, Passover, mezuzah.</p> <p>Worldviews: Humanist, fairness, kindness, celebration, story, symbol.</p>	<p>Christianity: worship, baptism, communion, church, prayer, Lord's Prayer, Pentecost.</p> <p>Hindu Dharma: Brahman, Trimurti, avatar, Mandir, puja, arti, shrine, Diwali, Holi.</p> <p>Worldviews: secular, naming ceremony, civil wedding, equality, fairness.</p>	<p><b>EYFS:</b> God, Jesus, mosque, church, temple, special, prayer, kind, festival, celebrate.</p> <p><b>Next Step Y1:</b> Christianity (God, Trinity, Jesus, parable, miracle, Easter, Christmas), Judaism (Abraham, covenant, Torah, synagogue, Shabbat, Passover, mezuzah), Worldviews (Humanist, fairness, equality, story, symbol).</p> <p><b>Next Step Y2:</b> Christianity (worship, baptism, communion, church, Lord's Prayer, Pentecost), Hindu Dharma (Brahman, Trimurti, avatar, Mandir, puja, arti, shrine, Diwali, Holi), Worldviews (secular, naming ceremony, civil wedding, equality, reason).</p>