

Subject: Religious Education

Note: This rolling schedule of teaching provides a guide to mandatory areas of curriculum focus for each half-term during our pupils' KS1-5 journey.

Half-termly planning – based on these areas – will therefore be centred on pupils' required next steps **within each focus theme according to progression levels to date**. This may be within one or more of the teaching segments in the guidance columns.

This schedule **must be used** in conjunction with the subject's full Programme of Study which details progressive learning steps for all three pathway cohorts.

Annual

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Belonging, Value and Worth	Special Occasions and Celebration	Signs and Symbols	World Faith	Natural World	World Faith
• Familiarity/awareness of new classes • Familiarity with family and friends • Turn-taking and sharing games	• Respond to feelings • Personal Celebration Birthdays, Singing, Dance, Gifts • Weddings • Special atmospheres of	• Everyday-life Signs and Symbols • Religious Symbols eg sign of the cross • Experience/understand religious artefacts • Food, fasting and clothing	• Stories • Customs • Traditions • Places of Worship • Recognise places of worship and key features/beliefs • Special items of clothing • Religious leaders	• Identifying common animals. • What they eat. • Basic needs of animals. • Responsibility to animals and living world in general	• Stories • Customs • Traditions • Places of Worship • Recognise places of worship and key features/beliefs • Special items of clothing • Core knowledge and understanding of

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• Know that trusted and special people offer security and comfort. • People who help us • Groups we belong to • Valuing others' beliefs	• multi sensory celebrations ie singing, food, gifts • Explore aspects of festivals eg The • Nativity; Diwali lights, Hannukah • See meanings of different festivals, similarities and differences	• Recognise places of worship and key features/beliefs • Experience/Understand meanings within festivals eg Diva lamps • Special foods • Beliefs linked to food • Acts of fasting • Special items of clothing • Signs for Creation and New Life (Easter)	• Core knowledge and understanding of texts, stories and key beliefs • 6 Main Religions: • Judaism • Christianity • Islam • Hinduism • Sikhism • Buddhism	• Environmental issues and religious impact • Ethical decisions and choices • Living, dead, never alive. • Habitats and what they provide. • Different stories of creation • Commitments and values drawn from faith/belief	• texts, stories and key beliefs • 6 Main Religions: • Judaism • Christianity • Islam • Hinduism • Sikhism • Buddhism
FESTIVALS	FESTIVALS	FESTIVALS	FESTIVALS	FESTIVALS	FESTIVALS
Harvest Rosh Hashanah Yom Kippur Sukkot	Christmas Diwali Hannukah Advent	Chinese New Year Lent Purim Holi Ramadam	Pesach Wesak Shavout		

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Guidance note: The Milton Keynes Agreed Syllabus for RE makes strong links between: • **BELIEVING** a faith and its texts and teachings • **BELONGING** to a faith and to other believers; and • **BEHAVING** in a way that is required by the texts and teachings of each faith. RE is taught so that pupils not only have a secure grasp of these three areas and the links between them, but also to ensure that pupils have opportunity to make their own responses and reflections to the learning that comes from a study of each of these key strands of religious practice. See the Subject Lead/Syllabus for further guidance.