



Spread Your Wings. Learn New Things. Fly As High As You Can.

Dovecotes Primary School Knowledge Progression R.E.	
Relevant Early Learning Goals – EYFS Framework	
Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)	
<ul style="list-style-type: none"> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. 	
Personal, Social and Emotional Development (Managing Feelings and Behaviour)	
<ul style="list-style-type: none"> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. 	
Personal, Social and Emotional Development (Making Relationships)	
<ul style="list-style-type: none"> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 	
Understanding the World (People and Communities)	
<ul style="list-style-type: none"> Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. 	
Understanding the World (The World)	
<ul style="list-style-type: none"> Children know about similarities and differences in relation to places and objects. 	
Key Stage 1 and 2 Government Guidance	Areas to Cover in the Non-Statutory Guidance
<p>Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses.</p> <p>'The curriculum for a maintained school must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.' Section 2 79 (1) School Standards and Framework Act.</p> <p>Breadth and depth can be achieved in RE, if the following are taken into account:</p> <ul style="list-style-type: none"> RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. Building on the statutory requirements, it is recommended that there should be a wide- ranging study of religion and belief across the key stages as a whole. Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression. Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values. The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the 	<p>Using the Wolverhampton SACRE, these areas should be taught:</p> <p>Beliefs and teachings (from various religions) Understanding the key teachings of various religions.</p> <p>Rituals, ceremonies and lifestyles (from various religions) Exploring the day-to-day lives and practices of various religions.</p> <p>How beliefs are expressed Understanding how books, scriptures, symbols, art and readings convey beliefs.</p> <p>Time to reflect and personal growth Showing an appreciation for how religion plays an important role in people's lives. Exploring identity and who we are.</p> <p>Values (in your own life and others' lives) Showing an appreciation for what people value and how it is an important aspect of their life. Making sense of right and wrong and choices we make.</p>



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curriculum and its cross-curricular dimensions.	
The Wolverhampton RE Agreed Syllabus	
The 2021 Wolverhampton RE Agreed Syllabus follows the structure of the DfE's National Curriculum (2013), so that RE has subject documentation which parallels the subjects of the National Curriculum. RE is described in terms of purpose, aims and programs of study for each age.	
Positive principles which underpin the RE Agreed Syllabus	
<p>Our SACRE takes the view that effective, high quality RE:</p> <ul style="list-style-type: none"> • enables pupils to hold balanced and informed conversation about religions and worldviews and as such is valued by all in the school community as an important contributor to a broad and balanced curriculum and one which promotes community cohesion and confronts and challenges racism • is never coercive and does not seek to persuade pupils or students to adopt any particular belief: it's all about learning • takes account of the religious milieu in which pupils grow up, and the make up of the local religious communities • is a partnership between home, community and school • is given sufficient curriculum time to cover the breadth and depth of the themes outlined in the agreed syllabus • uses active and memorable learning methods • is rigorously planned, assessed and evaluated in line with other Humanities subjects • is taught by professionals who are trained, knowledgeable and skillful • is based on legal requirements and provides an appropriate balance between and within Christianity, other principal religions, other religious traditions and secular worldviews • includes visits to places of worship and invites members of faith communities to contribute to lessons for learning • ensures pupils and students develop an understanding of concepts and mastery of skills to make sense of religion, belief and secular worldviews • provides opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience • provides opportunities for pupils to recognise that those who do not hold religious beliefs have their own philosophical perspectives and that there will be many shared values between groups • maximises cross-curricular links 	
RE is for all pupils:	
<ul style="list-style-type: none"> • Every pupil has a legal entitlement to RE. • RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England unless withdrawn by their parents. • This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes). • The 'basic' school curriculum includes the National Curriculum, RE, and relationships and sex education. 	
RE is locally determined, not nationally	
<ul style="list-style-type: none"> • A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus Conference for adoption by a local authority. • Local Authority maintained schools without a religious character must follow the locally agreed syllabus. 	
RE is multifaith, and recognises the place of Christianity and the other principal religions in the UK. Nonreligious worldviews are included	
<ul style="list-style-type: none"> • The RE curriculum drawn up by a SACRE or used by an academy or free school, 'shall reflect the fact that the religious traditions in Great Britain are in 	



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the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Contemporary guidance from the government makes clear that the breadth of RE will include the six principal religions in the UK and non-religious worldviews in the RE curriculum for 4-16 year olds.

Census figures for Wolverhampton, the region and the nation (rounded to hundreds or thousands)										
	Number of people	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other Religion	No Religion	Religion Not Stated
West Midlands (Met County)	2,736,460	1,471,780	9,119	59,768	3,060	332,684	116,715	15,181	554,152	174,001
Birmingham	1,073,045	494,358	4,780	22,362	2,205	234,411	32,376	5,646	206,821	70,086
Coventry	316,960	170,090	1,067	11,152	210	23,665	15,912	1,641	72,896	20,327
Dudley	312,925	204,320	657	1,908	77	12,902	3,694	1,032	68,835	19,500
Sandwell	308,063	170,075	654	6,810	73	25,251	26,934	1,816	57,716	18,734
Solihull	206,674	135,572	430	3,684	353	5,247	3,504	569	44,187	13,128
Walsall	269,323	158,971	516	4,560	54	22,146	11,606	1,420	53,876	16,174
Wolverhampton	249,470	138,394	1,015	9,292	88	9,062	22,689	3,057	49,821	16,052
England and Wales	56,075,912	33,243,175	247,743	816,633	263,346	2,706,066	423,158	240,530	14,097,229	4,038,032

An outline scheme of work for the Wolverhampton primary school:				
	First Unit	Second Unit	Third Unit	Fourth Unit
Reception	Play-based RE		Who celebrates what? How and Where? Celebrations that matter in Wolverhampton (Christian, Muslim, Hindu, Sikh)	
Year 1	How can we find out about Christianity today in Wolverhampton? (Christian Belief)	Beginning to learn about the Sikhs.	How and why are some books holy? Special stories of Christians, Sikhs and Muslims.	What can we learn about prayer from stories of Jesus?
Year 2	What can we learn from Bible stories about Moses?	Beginning to learn from Islam	Questions that Puzzle Us	Holy Places: Worship at the Church, Mandir, Mosque and Gurdwara (includes visiting places of worship Y2+4)



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Year 3	What do people believe about God? (Christianity)	What is it like to be a Hindu?	Exploring Key Leaders: Sikhs and Hindus	What do we celebrate and why? (Christian, Muslim, Sikh, Hindu)
Year 4	What is it like to be Jewish?	Why do some people think Jesus is inspirational?	Why does the Prophet matter to Muslims?	An enquiry into visiting places of worship (includes visiting places of worship Y2+4)
Year 5	Keeping the 5 Pillars of Islam	When, how and why do Christians pray?	Hindu, Jewish and Islamic Prayer: what difference does it make?	What can we learn from religion about temptation?
Year 6	What will make Wolverhampton a more respectful community? Sikh, Muslim, Christian, non-religious	Christian Aid, Khalsa Aid, Islamic Relief: Can they change the world?	Values: What matters most? (Christians and Humanists)	Sikhs in Wolverhampton: what can we learn? Gurus, worship, service and the Wonderful Lord

RE in the Early Years Foundation Stage: A legal requirement in the Foundation Year
Prime area: Communication and Language: RE enables pupils to:
Listen attentively and respond with questions comments and actions to a wide range of stories from different religions and worldviews. <ul style="list-style-type: none"> • Hold conversation and make comments about the religious materials, artefacts, songs, stories and celebrations they encounter. • Participate in discussions offering their own ideas about religion and belief using recently introduced religious vocabulary. • Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems
Prime area: Personal, Social and Emotional Development. RE enables children to:
<ul style="list-style-type: none"> • Understand their own feelings and those of others, stimulated by religious materials and ideas. • Give focused attention to religious materials such as worship, story, festival, song, community living. • Confidently talk about simple values, right and wrong and good or bad behaviour. • Co-operate and take turns with others, showing sensitivity to their own and others' needs and feelings.
Specific area: Literacy. RE enables children to:
<ul style="list-style-type: none"> • Demonstrate understanding of religious stories and narratives using recently introduced vocabulary to retell stories. • Enjoy and learn from discussion and role play about religious stories, non-fiction, rhymes, poems and songs. • Use RE examples to write simple phrases or sentences that can be read by others.
Specific area: Mathematics. RE enables children to:
Recognise, create and describe some patterns, sorting and ordering objects simply.
Specific area: Understanding the World. RE enables children to:

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- Talk about the lives of people around them, understanding characters and events from stories.
- Describe their immediate environment – e.g. on a visit to a place of worship.
- 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.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of wonder, awe and questioning.

Specific area: Expressive Arts and Design. RE enables children to:

- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively.
- Sing, perform and learn from well-known songs in RE imaginatively and expressively.
- Develop their imagination and expression using RE content in relation to art, music, dance, imaginative play, and rôle- play and stories to represent their own ideas, thoughts and feelings.
- Respond in a variety of ways to what they see, hear, smell, touch and taste.

The Golden Threads (Key Strands) in R.E

1. Traditions, beliefs and teachings

2. Inspirational people and leadership

3. Celebration and festivals

4. Suffering and gratitude (including prayer)

5. Religion, family and community

6. Symbolism (including artefacts)

Year 1 Knowledge Progression

The Big Question	How can we find out about a Christian belief? Talking about God	Beginning to learn about Sikh people: symbols, stories and sharing – What can we learn?	Special Stories for Christians, Muslims and Sikhs: What can we learn?	What can we learn from stories and prayers of Jesus?
Vocabulary	Christianity, Trinity, Reflection, Prayer, God	Sikh, Guru, Gurdwara, Guru Granth Sahib, Langar, Sharing, Generosity, Selfish, Unkind	Bible, Testament, Qur'an, Surah, Jesus, Prophet, Muhammad, Holy, Sacred, Special	Christianity, Jesus, miracle, disciples, Lord's Prayer, God, belief, faith, prayer,

				meditation, mystery, reflection, silence
Substantive Knowledge	<ul style="list-style-type: none"> • show understanding of belief in things that cannot be seen. • To consider for themselves what they know and understand about God. • Show awareness of the possibility of 'seeing' with an inner eye. • Be aware that not everyone sees things in the same way. • Begin to express their own reactions and ideas about 'God'. • Begin to show awareness that different people 'see' God in different ways. • To know what Christians think about God. • To understand the Christian belief of God as three in one. • To reflect on their lives and the relationships they have. • To know some of the artefacts religious 	<ul style="list-style-type: none"> • To handle and ask questions about some Sikh artefacts. • To think and talk about the meanings of holy objects from Sikh life. • To know and understand Sikh belief about symbols of identity and what they represent. • To listen to and talk about stories of the gurus from Sikh faith. • To think about how a story can express a value, such as generosity or sharing. • To explore a story in depth and respond to it thoughtfully. • To retell a story with drama in a group. • To develop their own ideas about values from a Sikh story. • Pupils learn to think about the meaning of the Sikh langar, a free and equal kitchen, for themselves. • Appreciate what Sikhism teaches about following God and the effect this has on Sikh lifestyles and values. 	<ul style="list-style-type: none"> • That books are special for different reasons for different groups of people. • Muslims believe the Holy Qur'an is the word of God / Allah and is therefore treated with utmost respect. • Christians believe that the Bible is the book God has given people, so it is loved and respected. • That there are symbols for respect: some things we do with a book show how much the book is loved and cared for. • To notice 7 signs of respect Muslims show to the Qur'an. • Pupils will learn that the Prophet Muhammad matters to Muslims. • They will learn that Muslims usually say 'Peace Be Upon Him' (PBUH) when they mention the Prophet. • They will think about what makes us make up our minds about other people, and why it is good to change our minds. 	<ul style="list-style-type: none"> • Become aware that people have different kinds and qualities of power. • Know that Jesus taught others how to pray. • Know that the Lord's Prayer is an important Christian prayer, used by millions. • Reflect on the meaning of the Lord's Prayer through speaking, listening and creative work. • Consider whether praying is a powerful activity. • Begin to understand that Christians believe Jesus used the power gained from prayer to help him follow God's path. • Describe the story of Jesus and the Ten Lepers. • Consider thoughtfully the ideas of power and prayer in the story. • Develop awareness that Christians believe prayer is a source of power from God.

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	<p>people might use when they to talk to God.</p> <ul style="list-style-type: none"> • To understand that prayer is a way religious believers can communicate with God. • To express ideas and questions more deeply as a result of thinking about God and prayer. • To be able to recall and respond sensitively to Christian ideas about God and prayer. 		<ul style="list-style-type: none"> • They will learn that appearances are not everything. • They may think about times when they have been negative about a person they found out was good. • From engaging with the story at many levels, children will learn the significance of belief in one God for Muslims. • They will notice that for Muslims, belief in one God is linked to every human being equal and deserving fair treatment. • Pupils will think about some of their own ideas and behaviour. • Learn that the Bible is the sacred book which forms the basis of Christianity. • Learn some stories which give insight into the nature of God and God's relationship with humankind from the Old Testament. • Learn stories, miracle stories and parables which gives insight into the teaching of Jesus about God is found in the New Testament. 	<ul style="list-style-type: none"> • Reflect on their powers and how they might use them. • Consider ideas about praying thoughtfully for themselves.
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			<ul style="list-style-type: none"> Pupils will think about God and what Christians believe that God is like a 'Good Shepherd'. To reflect on the ways other people can inspire us. By selecting stories from the work, they will share some ideas about what matters. 	
Year 2 Knowledge Progression				
The Big Question	What stories about Moses do Jewish and Christian people love to remember?	Beginning to Learn about Islam: What can we find out?	Questions that puzzle us	What can we learn from visiting a sacred place? (Church, Gurdwara, Mandir, Mosque)
Vocabulary	God, Jewish, Judaism, Bible, Torah, Tenakh, Holy Book, Miracle, Freedom, Bravery, Trust	Mosque, wudu, Qur'an, special, Holy, sacred, prayer, worship	Beliefs, Puzzles, Mysteries, Questions, Big ideas	Holy, Sacred, Muslim, Mosque, Christian, Church, Hindu, Mandir, Sikh, Gurdwara, Shrine, God, Worship, Devotion. <i>(Pupils will also use the names of a selection of artefacts found in sacred places).</i>
Substantive Knowledge	<ul style="list-style-type: none"> Recall Jewish stories from the Hebrew Bible (Torah/Tenakh). Use some religious words to talk about the stories. Talk about what they find interesting and puzzling in the stories. 	<ul style="list-style-type: none"> To think about kindness to animals To identify that Prophet Muhammad is a special or holy leader for Muslim people. To respond thoughtfully to a story of the Prophet 	<ul style="list-style-type: none"> Learn that sometimes puzzles and mysteries are interesting even if we 'don't know'. Think about what is a mystery. Think about the idea of 'big questions'. 	<ul style="list-style-type: none"> To express their own thoughts and feelings about some special places. That there are places of importance to us, and some of these are special in religious life.

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	<ul style="list-style-type: none"> Express own ideas about stories of bravery, kindness and friendship from the Bible and Judaism. Recognise that Holy books contain stories that are special to many people. Talk about their own experiences and feelings linked with these stories. Retell a story of Moses. Ask thoughtful questions in relation to the stories and suggest some answers. Suggest some meanings in the stories for Jewish people. Identify characters in the stories and answer simple questions about what the person was like. Respond sensitively to ideas like bravery, freedom, working together or trust in the story. Think for themselves about why these stories have been so popular for 3400 years 	<ul style="list-style-type: none"> by thinking about values and behaviour. To understand that 'special' place has to do with how an individual feels about the place, and this may not be the same for everyone. To begin to think about the Mosque as a special, clean place of prayer for Muslims. To become familiar with some things that pupils may encounter at the mosque which indicate its use and importance. To develop awareness of the mosque as a special / sacred place for Muslims. Choose some words that describe a Muslim special place. Think of some feelings that go with a special place. There are many mosques in our local community. There are many other religious buildings too. Pupils will be taught to see simple links between their special places and the Mosque in Islam. 	<ul style="list-style-type: none"> Choose some questions they think are bigger than others. To think about the questions they would like to ask God, or the person who knows everything. They talk about puzzles and mysteries in the setting of RE. They learn that religious people can answer a mystery with a belief, e.g: where did the world come from? We believe God made it. Learn that religions sometimes answer puzzling questions with a story. Learn that a story can make us think about puzzling questions. Consider why Christians think Jesus was a healer and cared for everyone. Learn that for Christians (or members of another religion) some objects show what they believe. Learn that an object can answer a question sometimes. They learn to talk increasingly deeply about puzzles and beliefs. 	<ul style="list-style-type: none"> There are different reasons why these places are special. That Muslims are one of Wolverhampton's religious communities. About the use of a prayer mat, to create a clean place form which to pray to Allah. That a Mosque is a sacred place for Muslims. About some of the important features of a Mosque. About what a Mosque feels like and looks like. Why Muslims come to a Mosque, what they do there and how they care for it. That a Church is a sacred place for Christians. About some of the important features of the Church. About what a church feels like and looks like. Why Christians come to a Church, what they do there and how they care for it. About Sikhs as one of Wolverhampton's religious communities.
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		<ul style="list-style-type: none"> • Learn that the Qur'an was revealed to the prophet Muhammad. • Learn about the Shahadah. • Find out about some Muslim beliefs about God. • See how the Qur'an guides Muslims in their daily life. • To express their understanding of sacred writings for themselves. • To think about the most important words in the holy book. • To reflect on events in their own live and link them with festival and celebration in Islam (Ramadan and Eid Al Fitr). • About some of the important features of a Mosque. • Why Muslims come to a Mosque, what they do there and how they care for it. • Children will learn that the words of the Shahadah, 'God is most great. There is no God but Allah and Muhammad is his 	<ul style="list-style-type: none"> • They use their imagination to ask questions and suggest answers. • They make simple links to what Christians think about big questions. 	<ul style="list-style-type: none"> • That a Gurdwara is a sacred place for Sikh people. • About some of the important features of the Gurdwara. • About what a Gurdwara feels like and looks like. • Why Sikhs welcome everyone to eat at the langar kitchen. • To know about some of the things Hindus do within their families. • To find out about some Hindu artefacts that might be found in a home shrine. • To think about how Hindu people thank the gods and goddesses in their home worship. • To consider the idea of sacred places in increasing depth for themselves.
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		<p>prophet' are very important to Muslims.</p> <ul style="list-style-type: none"> • They will learn about how these words are whispered to new babies, and shouted from minarets at prayer times. • They will ask and answer questions about what matters to Muslims and what matters to them. 		
Year 3 Knowledge Progression				
The Big Question	What do people believe about God? (Christianity)	What is it like to be a Hindu?	Hindus and Sikhs: Who is inspiring?	What do we celebrate and why? Eid-ul-Fitr, Easter, Guru Nanak's birthday and Vaisakhi
Vocabulary	Christianity, God, Reflection, Prayer, Trinity, Open-minded	Brahman, Brahma, Vishnu, Shiva, Durga, murti, diva lamp, arti, puja, mandir, shrine, Prayer, belief, worship, Questions, mysteries, puzzling ideas, symbols, divine.	Influence, inspiring, leader, belief, faith	Cross, crucifix, Easter, resurrection, Eid, Eid Mubarak, charity, Guru, Gurdwara, Guru Granth Sahib, celebration, festival, remembrance, scriptures.
Substantive Knowledge	<ul style="list-style-type: none"> • Show awareness of the possibility of 'seeing' with an inner eye. • Be aware that not everyone sees things in the same way. • Begin to express their own reactions and ideas about 'God'. 	<ul style="list-style-type: none"> • Learn about Hindu communities in Wolverhampton and the West Midlands. • About symbols and the ways they are used in religions. • About Hindu artefacts, and the ways they are connected to Hindu worship and beliefs. 	<ul style="list-style-type: none"> • Use religious words and phrase to identify key aspects of the example of Guru Nanak and of inspirational Hindus. • Recognise the role of Gurus in Sikhism and be able to suggest examples and retell stories. 	<ul style="list-style-type: none"> • That we all celebrate some special occasions. • That Christianity, Sikhism and Islam have special times which are celebrated. • That celebrations are similar in some ways and different in other ways. • Eid-ul-Fitr celebrates the end of Ramadan, the

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	<ul style="list-style-type: none"> thoughtfully express adjectives to describe characteristics of God. begin to show awareness that different people 'see' God in different ways. consider for themselves what they know and understand about God. Show understanding of belief in things that cannot be seen. consider what Christians think about God. explore some features of religious life. understand the Christian belief of God as three in one. Reflect on their lives and the relationships they have. know some of the artefacts religious people might use when they talk to God. understand that prayer is a way religious believers believe they can communicate with God. Express ideas and questions more deeply as result of thinking about God and prayer. respond sensitively to Christian ideas about God and prayer. 	<ul style="list-style-type: none"> To understand Hindu beliefs about God, understood through the Trimurti. About ways in which Hindu murtis (images) communicate some Hindu ideas about the nature or character of God or ultimate reality. To raise questions and set up an enquiry into a religious question. The importance of worship in the lives of most Hindus. Ways in which many Hindus use images and actions in worship in their home shrines and at the Mandir. Ways in which the senses are used to show that things are special. To know about some of the things Hindus do within their families. To find out about some Hindu artefacts that might be found in a home shrine. To think about how Hindu people thank the gods and goddesses in their home worship, and about the value of thankfulness. 	<ul style="list-style-type: none"> Identify how Guru Nanak is an example for Sikhs. Retell a story of the Guru for themselves. Ask and respond sensitively to questions about inspiring leaders in Hindu Community. Use a developing religious vocabulary to describe key aspects of Guru Nanak's life and teachings. Make links between Sikh and Hindu beliefs about following the way of God and the example of other people. Describe how Guru Nanak is honoured (but never worshipped) in Sikhism. Describe how Hindu people try to live by following the teaching and example of Hindu leaders and traditions. Ask questions about the importance of leaders, role models and inspiring examples for all of us, making links between their own and others' responses. Use a developing religious vocabulary, to 	<ul style="list-style-type: none"> month during which the prophet Muhammad received the first revelation of the Qur'an. Muslims use special food, objects, words and gifts to celebrate. Sikhs celebrate the birthday of their Guru. Sikhs use special food, objects, words and gifts to celebrate. They remember stories of the guru. Vaisakhi/Baisakhi is the Sikh new year celebration. It recalls the institution of the Khalsa, where a ceremony of commitment was introduced as a way for Sikhs to demonstrate their love for God and the Guru. It is celebrated with a continual reading of the Guru Granth Sahib Ji, the cleansing and raising of the flagpole, and processions. Easter celebrates the resurrection of Jesus. Christians use special food, objects, words and songs to celebrate. To talk thoughtfully about different celebrations.
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		<ul style="list-style-type: none"> To reflect for themselves on the search for and value of thankfulness. The story behind Divali, its meaning for Hindus and ways in which it is celebrated in Wolverhampton today. Express ideas about good and bad; light and darkness; celebration and joy. About the symbol of light and the idea of winning over darkness. 	<ul style="list-style-type: none"> describe, show understanding of and make links between stories about inspiring leaders from Sikh and Hindu traditions. Show that they understand the meanings of a range of sayings and stories of Sikh Gurus and of Hindu leaders. Raise and suggest answers to, questions about the importance of inspiring leaders and the impact that following them can have on people's lives, values and commitments. 	
Year 4 Knowledge Progression				
The Big Question	What is it like to be Jewish?	Why do some people think that Jesus is inspirational?	Why does the Prophet matter to Muslims?	What can we learn from visiting sacred places? Church, Gurdwara, Mandir, Mosque
Vocabulary	Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath / Shabbat, Passover / Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah, Prayer, belief, worship	Christianity, Christ, Jesus, Christian, Gospel, Jew, Teacher, Rabbi, Bread, Shepherd, Light, Parables, Disciple, Trinity, Miracle, Crucifixion, Resurrection, Incarnation, Follower, Founder, God Belief, Faith, Inspiration, excitement, disappointment, betrayal,	The Prophet Muhammad (Peace Be Upon Him), Allah, Holy Qur'an. Hadith, Risalah, follower, leader, influencer, God, belief, faith.	Buddhist, Temple, Dharma, Jewish Synagogue, Torah, Muslim, Mosque, Christian, Church, Eucharist, Hindu, Mandir, Darshan, Sikh, Gurdwara, Langar, Shrine, God, Worship, artefact, holy, spiritual, sacred, devotion.

		<p>remembrance, elation, wonder, bewilderment, celebration, festival, reflection</p>		
<p>Substantive Knowledge</p>	<ul style="list-style-type: none"> • The synagogue is an important place of worship and community in Judaism. • The synagogue is the place of the rabbi in guiding and supporting the Jewish community. • To learn about the Torah and how it is looked after in the synagogue. • To learn how the Torah is a sacred text for Jewish people. • To make a connection between a special object for themselves and what is special to Jewish people. • Recognise the difference between what is special and what is holy. • To understand the idea of rest on Shabbat; Shabbat is a day of delight. • To learn about how Shabbat shows how important the creation story is in the life of Jewish people. • To understand how stories from the Jewish 	<ul style="list-style-type: none"> • To gain and use new religious vocabulary in relation to the ways Jesus is inspiring. • To consider the idea that we are all inspired by other people sometimes. • To understand the symbolic language used for Jesus. • To reflect on the meaning of the statements that Jesus made about himself. • To understand the importance of these sayings for Christians. • To gain and use new religious vocabulary in relation to the ways Jesus is inspiring. • That there is no authentic visual image of Jesus. • To make links between artistic images of Jesus and the artist's beliefs and background. • To understand how images of Jesus are expressions of faith and worship. 	<ul style="list-style-type: none"> • To gather and use a range of key words about Islam accurately in their writing. • To understand the meanings of some stories of the Prophet Muhammad (PBUH). • To reflect on the meaning of the stories. • To understand the importance of some Hadith for Muslims. • That books are special for different reasons for different groups of people. Muslims believe the Holy Qur'an is the word of God / Allah and is therefore treated with utmost respect. • Christians believe that the Bible is the book God has given people, so it is loved and respected. • There are symbols for respect: some things we do with a book show how much the book is loved and cared for. • To notice 7 signs of respect Muslims show to the Qur'an. 	<ul style="list-style-type: none"> • Children will learn that there are places of importance to us, and some of these are special in religious life. • Children will learn that there are different reasons why these places are special. • Children will develop the skill of sitting alert and relaxed, ignoring outside distractions, to reflect on what they can hear, smell, feel etc. • Children will learn to enquire into the meaning of places of worship. • Children will learn about the ways in which the place of worship they visit helps the religious community e.g. to be strong, stick together, find peace, seek God. • Children will consider questions about worship and sacred space, developing the abilities to make connections, build deeper understanding and explain points of view.

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	<p>Bible matter to Jewish people.</p> <ul style="list-style-type: none"> To learn about the place of the Torah in Jewish belief and practice. To learn about Moses as a key figure in Judaism past and present. To read stories of God's faithfulness to his people, as revealed in the story of the Exodus. To understand that key stories and events in the Torah affect Jewish practice today. To read the story of the exodus from Egypt and the ways in which Jewish people recall the Exodus through celebration of Pesach today. 	<ul style="list-style-type: none"> To reflect upon their own interpretations of stories and teachings of Jesus. To know one of Jesus' parables. To understand the meaning of one of Jesus' parables. To reflect on what we can learn from a parable of Jesus. To make links between values and commitments and their own attitudes and behaviour. To consider the impact that believing in Jesus will have on a Christian's life. To consider who Jesus considered to be blessed by God. To make their own links between Jesus' teachings and Christian beliefs. To understand what Jesus' miracles show about him. To gain and use new religious vocabulary in relation to the ways Jesus is inspiring. To reflect upon the difficulty of putting faith into action. 	<ul style="list-style-type: none"> Pupils will learn that the Prophet Muhammad matters to Muslims. They will learn that Muslims usually say 'Peace Be Upon Him' (PBUH) when they mention the Prophet. They will think about what makes us make up our minds about other people, and why it is good to change our minds. They will learn that appearances are not everything. They may think about times when they have been negative about a person they found out was good. From engaging with the story at many levels, children will learn the significance of belief in one God for Muslims. They will notice that for Muslims, belief in one God is linked to every human being equal and deserving fair treatment. Think for themselves about the key elements of this Muslim story. That Muslims make no visual images of the 	<ul style="list-style-type: none"> Children will learn that a Church is a sacred place for Christians. Children will learn about the meaning and use of some of the important features of the Church. Children will learn what a church feels like and looks like. Children will learn why some Christians come to a Church, what they do there and how they care for it. Children will learn that Muslims are one of Britain's religious communities, the second largest after Christians. Children will learn about the use of a prayer mat, to create a clean place on which to pray to Allah. Children will learn that a Mosque is a sacred place for Muslims. Children will learn about some of the important features of a Mosque. Children will learn what a Mosque feels like and looks like. Children will learn why Muslims go to a Mosque, what they do there and how they care for it,
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		<ul style="list-style-type: none"> To gain and use new religious vocabulary in relation to the ways Jesus is inspiring. To be able to apply the idea of an inspiring life for themselves. 	<p>Prophet Muhammad (PBUH).</p> <ul style="list-style-type: none"> To make links between the stories of the Prophet Muhammad (PBUH) and the way Muslims live today. To gain and deploy new words about the Prophet and Islam accurately. To reflect upon their own ideas about leaders and followers, including the Prophet Muhammad (PBUH). To identify and describe the qualities of a good leader. To reflect on their own experience of being a leader and a follower. To make links between religious leaders and other kinds of leadership. To gain and deploy new words about the Prophet and Islam accurately. 	<p>including an exploration of the idea of respect.</p> <ul style="list-style-type: none"> Children will learn that Sikhism is one of the UK's large religious communities –over half a million. Children will learn that a Gurdwara is a sacred place for Sikhs. Children will learn about some of the important features of a Gurdwara. Children will learn what a Gurdwara feels like and looks like. Children will learn why Sikhs welcome everyone to eat at the langar kitchen. Children will learn how the holy building and the holy writings of Sikhs might be connected to pupils own lives and ideas. Children will know about some of the things Hindus do within their families. Children will find out about some Hindu artefacts that might be found in a home shrine. Children will think about how Hindus thank God in their home worship, and
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				<p>about the value of thankfulness.</p> <ul style="list-style-type: none"> Children will reflect on the search for and value of thankfulness. Children will learn that many people feel more sense of spiritual life, or of worship, in natural environments than in churches, mosques or other holy buildings. Children will understand that anyone can be spiritual whether they are religious or not.
Year 5 Knowledge Progression				
The Big Question	Keeping Five Pillars: What difference does it make to Muslims?	When, how and why do Christians pray?	Prayer: How and why do Muslims, Jewish people and Hindus pray?	What can we learn from religions about temptation?
Vocabulary	Shahadah, Salat / Salah, Zakat, Ramadan, Eid Ul Fitr, Hajj, Makkah, Kaa'ba, Ritual, Religious practice, Pilgrimage, Charity / Almsgiving, duty, choice	Bible, prayer, thanksgiving, worship, God, obedience, worship, thankfulness, relationship	Sawm, Rakah, Dua, Al Fatihah, Torah, Simchat, Torah Yom Kippu, Prayer, Meditation, Reflection, Use of silence	Jesus, Gospel, Temptation, Allah, Submission, Shaytan, Stoning the Devil, Moral choice, Good and evil, Right and wrong
Substantive Knowledge	<ul style="list-style-type: none"> To gain and use new vocabulary about the Muslim faith and the practice of the religion. To reflect on the beliefs, values and practices that are important in their own lives and in the school 	<ul style="list-style-type: none"> To reflect on the nature of prayer. To gather a rich knowledge of the topic of prayer and gain and use new RE specific vocabulary. 	<ul style="list-style-type: none"> Gain and use new vocabulary specific to Hindu Muslim and Jewish prayer. Describe how and why people in different religions pray or meditate. 	<ul style="list-style-type: none"> Pupils will be enabled to learn to think carefully about temptation and the ways we choose what is right or wrong. Pupils will predict the consequences of good and bad choices.

	<p>community and how these values are expressed.</p> <ul style="list-style-type: none"> To consider their own beliefs about God's character. To gain and use new vocabulary about the Muslim faith and the practice of the religion. To understand Muslim belief and teaching about Allah. To explain the key beliefs of Muslims and how these affect the way Muslims choose to behave. To learn about Salah and its importance. To gain and use new vocabulary about the Muslim faith and the practice of the religion. To think about the feelings that go with submission and with prayer. To learn about the practice and impact of Zakah. To gain and use new vocabulary about the Muslim faith and the practice of the religion. To think about generosity, fairness and 	<ul style="list-style-type: none"> To understand that prayer is an important part of what it means to be a Christian. To examine a key Biblical text for Christians today. To gather a rich knowledge of the topic of prayer and gain and use new RE specific vocabulary. To apply their learning to understand how Christians behave. To understand a range of Christian prayers. To recognise the different ways in which prayer can be used in Christian life. To gather a rich knowledge of the topic of prayer and gain and use new RE specific vocabulary. To reflect on the value of prayer for those who believe and for those who have no particular religious faith. To understand a range of ways Christians pray. Recognise the symbolic nature of rituals Christians use in prayer and worship. 	<ul style="list-style-type: none"> Think for themselves about the idea of prayer as talking to God. Find out more about different types of prayer. Look for similarities and differences in prayer in different faiths. Think of reasons why some people pray every day, but others not at all. Learn about the practice of prayer as a pillar of Islam and think about the strength it might give people. Describe how Muslims pray. Find out more about the words used in Muslim prayer, and their meanings. Consider questions about what happens and why in prayer. Gain and use new vocabulary specific to Hindu Muslim and Jewish prayer. Describe some ways in which Jews pray. Find out more about Jewish beliefs about God and prayer. Look for similarities and differences between 	<ul style="list-style-type: none"> Pupils will explore and take opportunities for their own moral development. Pupils will be enabled to compare the consequences of what we say and do for other people, thinking about the impact of our choices. Pupils will gain and use a growing vocabulary of new words which help them explore moral questions. Pupils can learn how and why forgiveness works to mend broken friendships or relationships, and be aware that forgiveness is not easy, but costly. Pupils will gain and use a growing vocabulary of new words which help them explore moral questions. Pupils will be enabled to apply their own emotional intelligence to moral dilemmas and questions of good and bad. Pupils will gain and use a growing vocabulary of new words which help
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	<p>equality in the light of the practices of Zakah.</p> <ul style="list-style-type: none"> To learn about the practice of Fasting and the month of Ramadan. To gain and use new vocabulary about the Muslim faith and the practice of the religion. To consider questions about self discipline for themselves. To discover the significance of Hajj, and the impact it has on Muslims who go to Makkah. To find out how the Hajj feels to believers. To think about how, who, where, when, why and what if questions to do with the Hajj. 	<ul style="list-style-type: none"> Gather a rich knowledge of the topic of prayer and gain and use new RE specific vocabulary. Weigh up the value of such symbols and actions in people's lives. Find out more about people's ideas to do with prayer from planning and carrying out a survey. Look for similarities and differences between religious prayers and spiritual ways of reflecting or meditating. Think of reasons why some people say 'I don't pray, but I like to reflect.' Give simple reasons for engaging in an activity with a reflective purpose. Use stillness and silence to think more deeply for themselves. What the Bible teaches about prayer. A rich knowledge of the topic of prayer and gain and use new RE specific vocabulary. About Christian and non-Christian responses to prayer. To consider the value of prayer from different viewpoints. 	<p>Jewish prayers and other people's prayers.</p> <ul style="list-style-type: none"> Think of reasons why some people find calmness, hope or strength when they pray. Give simple reasons for Hindu practices of prayer and worship. Use religious vocabulary to describe some of the ways in which Hindus worship, using all the five senses. Reflect on why there are many different ways of prayer and worship in Hindu communities. Use religious vocabulary and expressive arts approaches to show they understand some of the meanings of Hindu prayer and worship. Describe three different prayers from three different religions. Gain and use new vocabulary specific to Hindu Muslim and Jewish prayer. Find out more about similarities and differences between religions and the prayers they use. 	<p>them explore moral questions.</p> <ul style="list-style-type: none"> Pupils will be enabled to respond sensitively to different needs and wants, taking account of the values supported by the Muslim and / or Christian communities. Pupils will gain and use a growing vocabulary of new words which help them explore moral questions. Pupils will be enabled to use religious stories as a starting point for reflection and discussion of their own attitudes. Pupils will gain and use a growing vocabulary of new words which help them explore moral questions.
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			<ul style="list-style-type: none"> Consider questions such as 'What do religious people ask for when they pray? What beliefs about God can be seen in the words of prayers?' Look for similarities and differences between religious texts. Think of reasons why some people think prayer is so important and helpful. 	
Year 6 Knowledge Progression				
The Big Question	Religions in the local community- What will make our town a more respectful place?	Beliefs and actions in the world: Can Christian Aid, Khalsa Aid and Islamic Relief change the world?	Values: what matters most? Exploring right and wrong with Christians and Humanists: an RE investigation	What is it like to be a Sikh in Wolverhampton? Sikh beliefs and ways of living
Vocabulary	Tolerance, Sensitivity, Respect, Acceptance	Almsgiving, Zakat, Ummah, generosity, charity, fellowship, justice, stewardship, fundraising, fairness, being empowered, Emergency aid, Development	love, forgiveness, peace between people and God, honesty, prayer, worship fellowship, integrity, rationality, scientific methods, love for the truth, personal responsibility, reciprocity, atheism, the Golden Rule, choice, good and bad, right and wrong, morality, values, consequences	Guru, Khalsa, Mool Mantar, langar, Sewa, Gurdwara, Guru Granth Sahib, Nam Simran, Harimandir Sahib (the Golden Temple), Sacred, Holy, Authority, belief, scripture, festival, celebration, worship, symbol, Community, Commitment, Application, Hypocrisy.
Substantive Knowledge	<ul style="list-style-type: none"> To learn about the plural religious communities found in the locality and 	<ul style="list-style-type: none"> To ask and respond to questions about fairness and justice in the World. 	<ul style="list-style-type: none"> To think about the idea of a code for living and to examine whether they 	<ul style="list-style-type: none"> Enquire into and discover the significance and meaning of the teaching

	<p>region, the nation and world.</p> <ul style="list-style-type: none"> To learn that there are four religions in the world numbered in hundreds of millions. To identify which religions are represented in the local area or community. To work together with others. To think carefully and in an informed way about worship and religion. Pupils will be taught that the 'Golden Rule' is found in many religions and worldviews and can guide our moral choices to help us decide what is good and what we should do in any situation. They will be challenged to think about and apply the Golden Rule for themselves. Pupils will learn that Wolverhampton is a dense city environment and a migration centre and has been for over 60 years. They will consider how this makes our city rich in culture (music, food, 	<ul style="list-style-type: none"> To understand and respond to some ideas from Christian Sikh and Islamic sources, and to consider what impact they might have. To connect teaching and ideas from the religions to issues of justice, using the right words. To describe the work of two religious charities involved in global poverty issues. To make links between the beliefs and teachings of Islam and Christianity and the work of the two charities. To show their understanding of the issues of justice, fairness and poverty that the charities address. To understand and respond to some ideas from Christian Sikh and Islamic sources, and to consider what impact they might have. To connect teaching and ideas from the religions to issues of justice, using the right words. To describe the work of two religious charities involved in global poverty 	<p>are living by a code themselves.</p> <ul style="list-style-type: none"> Begin to understand that not all people are religious, that non-religious people can have codes for living that don't refer to god, and that a person can be 'good without god'. To use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and bad. To build up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama work. To think carefully about the Christian ideas of values such as love and forgiveness. To continue to think about the idea that values show in what people do. To begin to understand that the impact of our values can make people happy –or unhappy. To use a speaking and listening strategy to clarify the values that 	<p>and example of Guru Nanak</p> <ul style="list-style-type: none"> Develop their knowledge and understanding of what it means to belong to the Sikh religion. Pupils encounter and reflect upon the story of Guru Nanak's disappearance in the river, and his encounter with God. Pupils encounter and reflect upon the story of Guru Nanak and the ideal community of Kartarpur. Explore and analyse the concept of a 'commune' based on faith and shared values, where diverse people live together for the wellbeing of all: is this possible? Find out about Kartarpur today. Pupils are taught that religious community can be a powerful way of binding people together, but also that sometimes idealistic communities can fracture. What do they think makes the difference? Using a second story from Sikh tradition, pupils
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	<p>sport, friendship and so on) and diversity.</p> <ul style="list-style-type: none"> To develop the children's understanding of the difference that believing and worshipping makes to the lives of religious people. To explore a virtual Christian church in preparation for a visitor. To learn to question and raise questions about religion. To use a visitor to develop the children's understanding of the difference that believing and worshipping makes to the lives of religious people. To use deep thinking skills to reflect on the similarities and differences between the places of worship for two religions. To describe, understand and begin to explain similarities and differences in worship. Deepen their understanding of respect through thinking about their own behaviour and linking it to religious difference. 	<p>issues, from this lesson: Christian Aid.</p> <ul style="list-style-type: none"> To make links between the beliefs and teachings of Islam and / or Christianity and the work of the two charities. To show their understanding of the issues of justice, fairness and poverty that the charities address. To describe the work of Sikhs in charitable action, for example through Khalsa Aid. To make links between the beliefs and teachings of Sikh religion and the work of the charity. To show their understanding of the issues of justice, fairness and poverty that the charity addresses. To identify the qualities needed to take action to bring about what is right and good. To reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning. To understand and respond to some ideas 	<p>matter most to each pupil, and explore the fact that different people have different values.</p> <ul style="list-style-type: none"> To understand more deeply that peace is valued by both Humanists and Christians, but peace is not always easy to build. To deepen their understanding of the impact of values on life. 	<p>explore the idea that theology and ethics are linked, or that believing in God can lead to being good.</p> <ul style="list-style-type: none"> Pupils explore the stories and the concepts of Nam Simran (awareness of God) and Sewa (service). Pupils learn to understand the links between the two ideas. Gather and deploy a rich knowledge of Sikh commitment as expressed in stories of the Gurus. Understand some of the ways Sikhs express their belief in God, e.g. in worship at the Gurdwara in Sewa (service) and Nam Simran (remembering God). Be increasingly aware of and sensitive to the diversity of religious cultures. Share questions about God which are often asked and suggest how a Sikh might answer these in light of the teachings of Guru Nanak in the Mool Mantra. By exploring an inspirational life, pupils
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	<ul style="list-style-type: none"> Develop understanding of the idea of community harmony through examples of how people get along together. 	<p>from Christian Sikh and Islamic sources, and to consider what impact they might have.</p> <ul style="list-style-type: none"> To connect teaching and ideas from the religions to issues of justice, using the right words. To learn about the lives of two leaders from Islamic Relief, Khalsa Aid and Christian Aid and consider how they put the charity's missions into action. To work in a small team on a task about inspiring leadership. To consider how leaders of these charities apply ideas from their religions to their work, e.g. following the teaching and example of Jesus, following the teaching of the Qur'an and the example of the Prophet. 		<p>develop their understanding of the application of Sikh teaching.</p> <ul style="list-style-type: none"> Make links between some events / teachings of the Sikh Gurus and issues in today's world, suggesting what action a Sikh might take, and why, in response to at least one of these. Begin to reflect for themselves on what they value most, or hold sacred. Analyse some Sikh accounts of the sacred, and develop their own ideas about these. Explore and express a response to some Sikh values. Respond for them-selves to Sikh ideas about community, beliefs and equality. Use enquiry and analytical skills to develop a well reasoned expression of the messages Nanak might have for Wolverhampton. Express with insight their own understanding of connections between our
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				lives and the teaching of the Sikh Gurus.
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