



R.E.

PROGRESSION DOCUMENT

Subject Lead: Lucy Morgan

EYFS

End of Reception Expectations

By the end of Early Years, children should be able to;

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Nursery

- Can talk about their own feelings
- Can share and take turns with others
- Discuss conflicts and resolve with support from an adult
- Show awareness of how others might be feeling

Reception

- See themselves as a valuable individual
- Consider the viewpoint of others
- Understands and considers the feelings of others
- Talk about self in a positive way
- Understands rules and boundaries for Reception

Progression across year groups:

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity	<p>Autumn 1: How and why are some books holy? Special stories or Christians and Muslims</p> <p>Introduction to the sacred texts of Christianity and Islam: The Bible and the Qur'an. Children will discover why these books matter and they will learn four or more stories from both religions.</p> <p>Autumn 2: What can we learn about prayer from Jesus? Beginning Christianity</p> <p>This unit enables pupils to examine stories of Jesus. Pupils will learn about the meaning of the Lord's prayer and its place in Christian prayer today.</p> <p>Summer 1 and 2: How can we find out about Christianity today in Wolverhampton?</p> <p>This unit enables pupils to explore the concept of God for themselves and to consider what this concept might mean for Christians. The focus is on pupils exploring the concept of God for themselves through using metaphors to help understand characteristics of God. There is also an element that enables pupils to explore what Christians believe about God and how they respond to Him. Pupils will gain a rich knowledge of some things Christian say about God and some sayings and stories from the Bible. Different ideas about God are positively welcomed in this unit.</p>	<p>Spring 2: Questions that puzzle us</p> <p>This unit uses material from Christianity and other religious traditions to explore 'big questions' that children might want to ask, including some religious or spiritual questions. It will enable pupils to see that some big questions have no certain and agreed answers, but they are interesting and important. There are opportunities for pupils to share their own belief, ideas and values in simple ways. This unit will introduce some Christian answers to some of these puzzles, but the more important objective is to enable children to enjoy thinking about 'mystery' or puzzling questions.</p> <p>Summer 1 and 2: Holy Places: Worship at the church, Mandir, Mosque and Gurdwara</p> <p>This unit introduces children to sacred places as a space of worship to God. Children are given an opportunity to discover, experience and reflect on their features and artefacts found in sacred places and the importance of special or sacred places in their own lives and those of others. They will gain a rich knowledge of local places of worship and a new vocabulary from different religions.</p>	<p>Autumn 1: What do we celebrate and why?</p> <p>This unit uses material from Christianity, Islam and Sikhism. Easter, Eid-ul-Fitr and Guru Nanak's Birthday are the focus. There are opportunities for pupils to share their own beliefs, ideas and values.</p> <p>Autumn 2: What do people believe about God?</p> <p>This unit enables pupils to explore ideas about God simply for themselves and to consider what this concept might mean for Christians. Asking questions and thinking about stories are the main methods by which the enquiry begins. There is also an element that enables pupils to explore what Christians believe about God and how they respond to God. Different ideas about God are positively welcomed in this unit. Pupils are encouraged to consider what can be learned from beliefs about God by listening to stories and referring to their own experiences, beliefs and values.</p>	<p>Autumn 2: Why do some people think Jesus is inspirational?</p> <p>This unit focuses on why Jesus is seen as inspirational by some people exploring key aspects of Jesus' life and teachings. Pupils will consider the impact that believing in Jesus has on a believer's life and reflect on the importance for Christians today by considering the celebrations at the festival of Holy Week and Easter. Pupils will have the opportunity to explore how Jesus is represented in art and reflect on the meaning of these different interpretations. They will also have the opportunity to interview a visitor about the importance of Jesus for them. The themes addressed in this unit are inspirational people, teachings and authority, beliefs and questions, religion and the individual and symbols and expression.</p> <p>Spring 1 and 2: What can we learn from visiting sacred places?</p> <p>This unit provides teachers and learning with an enquiry focused approach to learning from visits to sacred places. There is an emphasis on learning outside the classroom and exploring questions that are raised from visiting the places of worship. Children are given an opportunity to discover, experience and reflect on the communities, features and artefacts found in sacred places and the importance of sacred places in their own lives and those of others.</p>	<p>Autumn 2: When how and why do Christians pray?</p> <p>This unit explores the meaning and practice of Christian prayer. The idea that prayer is an expression of worship, rather than a shopping list, is shown through the examination of the Lord's prayer. Christians pray in different way for different things- prayer may be praise, thanksgiving, confession, requests for themselves or others.</p> <p>Spring 1 and 2: How and why do Jewish people, Muslims and Hindus pray?</p> <p>This unit uses a study of the practice of prayer in Hindu, Jewish and Muslim traditions to pose questions for pupils about prayer and their own needs for silence and peace. Questions about the importance of duty and ritual are used alongside questions about the emotions of prayer. Pupils explore the feelings- of peace, challenge, or the presence of the divine- that Muslims, Jews and Hindus may find in prayer, making links to their own feelings. Opportunities to take notice of similarities and differences between Hindu, Muslim and Jewish prayer are provided.</p> <p>Summer 1 and 2: What can we learn from religions about temptation?</p> <p>This unit enables pupils to engage thoughtfully with questions of good and evil, right and wrong, through thinking about temptation. The focus is on Islamic and Christian</p>	<p>Autumn 1: What will make Wolverhampton a more respectful community?</p> <p>This unit emphasises attitudes of respect, and discussion about what this means for the class and the school. The unit provides opportunities for pupils to encounter some ideas and practices from the six principal religions in the UK.</p> <p>Autumn 2: Values: What matters most?</p> <p>This unit enables pupils to identify and investigate values in human life and think about their own values, with special reference to the values of Christians and Humanists. The unit uses a pedagogy of conceptual development. The focus is on the ways in which stories communicate values, and the ways in which values make a difference to our lives.</p> <p>Spring 1 and 2: Christian Aid, Khalsa Aid, Islamic Relief: Can they change the world?</p> <p>Pupils will learn about the work of major faith-based charities. They will develop their understanding of the impact of religion in the world and consider important questions of justice. They will have opportunities to develop attitudes and opinions of their own and to consider key beliefs and teachings in Islamic, Sikh and Christian traditions. This unit is challenging to attitudes of selfishness. Through their study, pupils will compare the charities and their work, looking at their inspiration. They will</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sikhism</p>	<p>Spring 1 and 2: Beginning to learn about Sikh people This unit enables pupil to begin to learn about the Sikhs through the teaching of stories, symbols and the special manner in which Sikhs emphasise equality and shared life. Pupils will acquire and develop knowledge and understanding of Sikh beliefs, experiences and practices, as well as reflecting on their own beliefs, values, perceptions and experiences in the light of their learning. The units lays the foundations for developing positive attitudes of respect towards Sikhs ad to other people who hold views and beliefs that are different from their own.</p>	<p>Summer 1 and 2: Holy Places: Worship at the church, Mandir, Mosque and Gurdwara This unit introduces children to sacred places as a space of worship to God. Children are given an opportunity to discover, experience and reflect on their features and artefacts found in sacred places and the importance of special or sacred places in their own lives and those of others. They will gain a rich knowledge of local places of worship and a new vocabulary from different religions.</p>	<p>Autumn 1: What do we celebrate and why? This unit uses material from Christianity, Islam and Sikhismsm. Easter, Eid-ul-Fitr and Guru Nanak's Birthday are the focus. There are opportunities for pupils to share their own beliefs, ideas and values.</p> <p>Spring 1 and 2: Who is inspiring? Sikh and Hindu leaders. This unit enables pupils to explore, question and respond to the stories, teachings and experiences of inspirational people and religious leaders from Hindus and Sikhs. The focus is on developing learners understanding of what makes a good leader, the lives of inspirational leaders, both religious and non-religious. They will learn a rich knowledge of life stories</p>	<p>Spring 1 and 2: What can we learn from visiting sacred places? This unit provides teachers and learning with an enquiry focused approach to learning from visits to sacred places. There is an emphasis on learning outside the classroom and exploring questions that are raised from visiting the places of worship. Children are given an opportunity to discover, experience and reflect on the communities, features and artefacts found in sacred places and the importance of sacred places in their own lives and those of others.</p>		<p>Autumn 1: What will make Wolverhampton a more respectful community? This unit emphasises attitudes of respect, and discussion about what this means for the class and the school. The unit provides opportunities for pupils to encounter some ideas and practices from the six principal religions in the UK.</p> <p>Summer 1 and 2: What is it like to be a Sikh in Wolverhampton? This unit enables pupils to gain a richer knowledge and understanding of the Sikh religion in a clear and straightforward way, taking account of the history, current practice and beliefs of the Sikhs in Britain today. It provides for pupils to learn from some Sikh stories, ideas, and concepts and to develop their own appreciation of Sikh religion.</p>

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Hinduism		<p>Summer 1 and 2: Holy Places: Worship at the church, Mandir, Mosque and Gurdwara</p> <p>This unit introduces children to sacred places as a space of worship to God. Children are given an opportunity to discover, experience and reflect on their features and artefacts found in sacred places and the importance of special or sacred places in their own lives and those of others. They will gain a rich knowledge of local places of worship and a new vocabulary from different religions.</p>	<p>Spring 1 and 2: Who is inspiring? Sikh and Hindu leaders.</p> <p>This unit enables pupils to explore, question and respond to the stories, teachings and experiences of inspirational people and religious leaders from Hindus and Sikhs. The focus is on developing learners understanding of what makes a good leader, the lives of inspirational leaders, both religious and non-religious. They will learn a rich knowledge of life stories connected to individual leaders and consider the idea of a role model.</p>	<p>Summer 1 and 2: What is it like to be a Hindu?</p> <p>Pupils will explore and discover how Hindu religion is practiced in the West Midlands. Using stories, artefacts, visitors and simple research, children learn about the practice of Hindu worship and celebration and are encouraged to think about living in a diverse society. The unit focuses on what it is like to be a Hindu, exploring beliefs about God; about how ideas of God are expressed in art, movement, and action; about worship and about the great festival of Diwali. The lessons in this unit also give children opportunities to explore how religious artefacts and texts can be a source for learning and for beliefs.</p> <p>Spring 1 and 2: What can we learn from visiting sacred places?</p> <p>This unit provides teachers and learning with an enquiry focused approach to learning from visits to sacred places. There is an emphasis on learning outside the classroom and exploring questions that are raised from visiting the places of worship. Children are given an opportunity to discover, experience and reflect on the communities, features and artefacts found in sacred places and the importance of sacred places in their own lives and those of others.</p>		<p>Spring 1 and 2: Christian Aid, Khalsa Aid, Islamic Relief: Can they change the world?</p> <p>Pupils will learn about the work of major faith based charities. They will develop their understanding of the impact of religion in the world and consider important questions of justice. They will have opportunities to develop attitudes and opinions of their own and to consider key beliefs and teachings in Islamic, Sikh and Christian traditions. This unit is challenging to attitudes of selfishness. Through their study, pupils will compare the charities and their work, looking at their inspiration. They will consider the personal challenge to make the world a better place.</p>

<p>Autumn 1: How and why are some books holy? Special stories or Christians and Muslims</p> <p>Introduction to the sacred texts of Christianity and Islam: The Bible and the Qur'an. Children will discover why these books matter and they will learn four or more stories from both religions.</p>	<p>Spring 1: Beginning to learn about Islam</p> <p>Through this unit of work, they should learn that the Islamic faith is a local religion in Wolverhampton and matters to people they live near. Other children who are Muslims may find learning from their own religion is affirming of their identity, and open channels between home and school that help them to learn.</p> <p>Summer 1 and 2: Holy Places: Worship at the church, Mandir, Mosque and Gurdwara</p> <p>This unit introduces children to sacred places as a space of worship to God. Children are given an opportunity to discover, experience and reflect on their features and artefacts found in sacred places and the importance of special or sacred places in their own lives and those of others. They will gain a rich knowledge of local places of worship and a new vocabulary from different religions.</p>	<p>Autumn 1: What do we celebrate and why?</p> <p>This unit uses material from Christianity, Islam and Sikhism. Easter, Eid-ul-Fitr and Guru Nanak's Birthday are the focus. There are opportunities for pupils to share their own beliefs, ideas and values.</p>	<p>Spring 1 and 2: What can we learn from visiting sacred places?</p> <p>This unit provides teachers and learning with an enquiry focused approach to learning from visits to sacred places. There is an emphasis on learning outside the classroom and exploring questions that are raised from visiting the places of worship. Children are given an opportunity to discover, experience and reflect on the communities, features and artefacts found in sacred places and the importance of sacred places in their own lives and those of others.</p> <p>Summer 1 and 2: Why does the Prophet matter to Muslims?</p> <p>This unit focuses on why the prophet (PBUH) is seen as exemplary or inspirational by Muslim people by exploring key aspects of the Prophet Muhammad's (PBUH) life and the teachings of the Qur'an about Prophethood, Risalah. Pupils will consider the impact that Islam has on a believer's life and reflect on the importance on the Prophet (PBUH) for Muslims today. In this unit, pupils will have the opportunity to interview a visitor about the importance of the Prophet Muhammad (PBUH) for them.</p>	<p>Autumn 1: Keeping the 5 pillars of Islam</p> <p>This unit of work is intended to enable pupils to understand the significance of the five Pillars of Islam, and to reflect on the sources of strength in their own lives. Through a focus on the beliefs and concepts associated with the 5 pillars and their impact on the life of a Muslim. The pupils will be enabled to think about their own experiences and have opportunities to broaden their knowledge and understanding of religion.</p> <p>Summer 1 and 2: What can we learn from religions about temptation?</p> <p>This unit enables pupils to engage thoughtfully with questions of good and evil, right and wrong, through thinking about temptation. The focus is on Islamic and Christian understandings of good and evil and provides for dramatic, musical and personal ways of learning. Pupils will become familiar with stories of temptation and ritual practice from Islam and Christianity, and will also be enabled to think for themselves about questions to do with morals, choices and the impact of our behaviour on others. Pupils are encouraged to consider what can be learned from stories, examples, and teachings of the Muslims and the Christians, referring to their own experiences, beliefs, commitments, and values.</p>	<p>Autumn 1: What will make Wolverhampton a more respectful community?</p> <p>This unit emphasises attitudes of respect, and discussion about what this means for the class and the school. The unit provides opportunities for pupils to encounter some ideas and practices from the six principal religions in the UK.</p> <p>Spring 1 and 2: Christian Aid, Khalsa Aid, Islamic Relief: Can they change the world?</p> <p>Pupils will learn about the work of major faith based charities. They will develop their understanding of the impact of religion in the world and consider important questions of justice. They will have opportunities to develop attitudes and opinions of their own and to consider key beliefs and teachings in Islamic, Sikh and Christian traditions. This unit is challenging to attitudes of selfishness. Through their study, pupils will compare the charities and their work, looking at their inspiration. They will consider the personal challenge to make the world a better place.</p>
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Judaism

Autumn 1: What can we learn from stories from the Bible?
This is a unit about Jewish stories of Moses, which are also holy to Christians. Children learn about Judaism through exploring the main question, what stories about Moses do Jews love to tell? Children learn to explore Jewish ideas and celebrations in modern Judaism through active learning, the development of rich knowledge of Judaism and personal engagement with big ideas from the stories. This focus is on developing learners understanding of what makes a good leader, the life of Moses is an example.

Autumn 1: Was is it like to be Jewish?
This unit focuses on what it is like to be Jewish, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach; and the weekly celebration of Shabbat, illustrating how Jewish people try to live. The lessons in this unit offer experiences of looking at and examining artefacts and texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions. They will gather and enlarge their knowledge of Judaism including some key words.