



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p><b>Special times:</b> Which times are special and why?</p>	<p>How do people celebrate special times?</p> <p>Recall and name different practices for welcoming a baby or having a wedding.</p> <p>Recognise symbols and actions associated with these ceremonies.</p>	<p>A world of festivals: Who celebrates what and why?</p> <p>Retell and name different festivals.</p> <p>Retell and suggest meaning to some stories told at festival times in 3 religions.</p> <p><b>Beginning to learn from Islam</b></p> <p>Recall and name different Muslim beliefs and practices.</p> <p>Retell and suggest meanings to some Muslim Stories.</p>	<p>Holy buildings and sacred spaces</p> <p>Describe and make connections between worship and holy buildings in two or more religions.</p> <p>Explore and describe a range of symbols and ways of expressing meaning seen at holy buildings.</p> <p><b>Why are holy books important?</b></p> <p>Describe and make connections between the ways sacred texts are used in different faiths.</p> <p>Describe and understand links between stories and texts and other aspects of the communities</p>	<p>What is it like to be a Hindu?</p> <p>Describe and make connections between Hindu celebrations and worship, reflecting thoughtfully on what these mean.</p> <p>Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning.</p> <p><b>Muslim ways of living - Keeping 5 pillars</b></p> <p>Describe and make connections between Muslim celebrations, worship and rituals, reflecting thoughtfully on what they mean to Muslims.</p>	<p>Commitments and meanings</p> <p>Describe and make connections between the commitments shown by people from different worldviews, saying where they are similar and different.</p> <p>Describe and understand links between different communities responding thoughtfully to a range of sources of wisdom.</p> <p><b>Respect for all: What will make Walsall a more respectful place.</b></p> <p>Describe and make connections between the religions and</p>	<p>Explore key leaders - Sikhs and Hindus.</p> <p>Describe and understand the life stories of inspirational people from Sikh or Hindu faith responding thoughtfully to their wisdom and beliefs.</p> <p><b>What matters most? Christians and Humanists.</b></p> <p>Describe Humanism in detail and reflect thoughtfully on their own ideas about this non-religious worldview.</p> <p>Explore and describe a range of ways of behaving and show that they understand a</p>



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p><b>Why do people make pilgrimages?</b></p> <p>Describe and make connections between pilgrimages from different religions.</p> <p>Describe and understand links between what sacred texts say and the practices of pilgrims today</p>	<p>Describe and understand links between Qur'an, Hadith and Muslim practice in Britain today.</p> <p><b>Christian and Hindu beliefs and questions on life's journey.</b></p> <p>Describe and make connections between celebrations, worship, pilgrimages rituals in order to reflect thoughtfully on life as a journey.</p> <p>Describe and understand links between stories and texts and other aspects of the communities.</p> <p>Explore and describe symbols which marks steps on the journey of life</p>	<p>worldviews of Walsall in life in order to reflect thoughtfully on the need for respect in our communities.</p> <p><b>Why do we remember 11<sup>th</sup> November and those who died in wars?</b></p> <p>Describe and understand links between stories and beliefs from religious people in the Great War 1914-18 responding thoughtfully to values of peace, courage and integrity.</p>	<p>Humanist and a Christian way of life.</p> <p><b>What can we learn from religions and temptation?</b></p> <p>Describe and understand links between stories and beliefs about temptation in Islam and Christianity responding thoughtfully to beliefs about how we should make our moral choices.</p> <p><b>How do we express spiritual ideas through the arts?</b></p> <p>Explore and describe a range of spiritual symbols and expressions (arts, architecture, music, beautiful writing) to show that they understand different ways in</p>



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							<p>which religious communities express beliefs and meanings.</p> <p><b>What can be done to reduce racism?</b></p> <p><b>Can religion help?</b></p> <p>Describe examples of what is unjust about racism, referring to teaching from different religions and worldviews</p>
Skills		<p>Ask and respond to questions about what communities do any why.</p> <p>Observe and recount different ways of expressing identity and belonging when a baby welcoming or wedding ceremony is held.</p> <p>Explore questions about belonging and express their own ideas.</p>	<p>Ask and respond to questions about what communities do to celebrate and why.</p> <p>Notice and respond sensitively to some similarities between festivals in different religions.</p> <p>Explore questions about belonging and festivals, expressing their own ideas using</p>	<p>Understand the challenges of commitment to worship in a community.</p> <p>Observe and consider similarities and differences between worship in different holy places.</p> <p>Discuss their own and others' views on questions about belonging to a faith community.</p>	<p>Observe, understand, explain, with reasons, examples of Hindu celebration and worship.</p> <p>Understand the challenges of commitment to a Hindu way of life.</p> <p>Discuss their own and others' views on questions about belonging to a religion, using</p>	<p>Observe and understand examples of commitment from varied worldviews so that they can explain the meanings of the commitments to God, humanity, justice or similar values.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why</p>	<p>Observe and understand examples of religious individuals who have high significance in Sikh and / or Hindu communities.</p> <p>Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge.</p>



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>words, music, art or poetry.</p> <p>Explore questions about how Muslims find meaning in stories of the Prophet, expressing their own ideas.</p> <p>Find out about Muslim ideas about questions of right and wrong and begin to express their own opinions.</p>	<p>Consider and apply ideas about respect for each others' places of worship</p> <p>Observe, understand, explain, with reasons, examples of religious uses of scriptures.</p> <p>Observe and consider similarities and differences between different sacred texts.</p> <p>Discuss their own and others' views on questions about the meanings of sacred stories.</p> <p>Discuss and apply their own and others' ideas about ethical questions and holy texts' teachings about goodness.</p>	<p>detailed knowledge of Hindu examples.</p> <p>Discuss and apply their own and others' ideas about Hindu views of some ethical questions.</p> <p>Observe and account for Muslim devotion as seen in the 5 Pillars.</p> <p>Understand the challenges of commitment to Allah and the Prophet Muhammad.</p> <p>Discuss their own and others' views on questions about belonging: what do Muslims like about being part of Islam?</p> <p>Discuss and apply their own and others' ideas</p>	<p>belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning and commitment.</p> <p>Discuss and apply their own and others' ideas about being committed to our values and beliefs.</p> <p>Understand the challenges of commitment to living well in 'One Walsall, even though we are different.</p>	<p>Discuss and present thoughtfully their own views about challenging questions about inspiration and community applying ideas of their own.</p> <p>Discuss and apply their own and others' ideas about the leadership and values of inspirational figures.</p> <p>Observe and understand examples of Humanist and Christian guidance or rules for living so that they can explain, with reasons similarities and differences between these two worldviews.</p>



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				<p>Understand the challenges of commitment to being a pilgrim.</p> <p>Observe and consider similarities and differences between pilgrimages in 2 or 3 religions.</p> <p>Discuss their own and others' views on questions about how being a pilgrim expresses belonging and commitment</p>	<p>about ethical questions to do with giving money away, following God, self discipline and related ideas from Islam.</p> <p>Understand the challenges of commitment to a religion and some ways this 'lasts a lifetime'.</p> <p>Observe and consider similarities and differences between journeys of life in different religions.</p> <p>Discuss their own and others' views on questions about belonging and community, talking about their own 'journey of life'.</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about living together, applying ideas of their own thoughtfully in different forms including writing a speech and making an artwork.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>Discuss and apply their own and others' ideas about what is just and fair in a mixed</p>	<p>Understand the challenges of commitment to a community.</p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about right and wrong, applying ideas of their own thoughtfully.</p> <p>Consider and apply ideas about ways in which Christians and Humanists can live together for the well being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>Discuss and apply their own and others' ideas about what is right and wrong and what is</p>



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						<p>community like Walsall.</p> <p>Observe and understand varied examples of religious teaching and action about peace and conflict.</p> <p>Understand the challenges of commitment to living a good life in circumstances of war and conflict.</p> <p>Observe and consider some moral dimensions of religion, so that they can understand religious diversity in handling questions about peace and war.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well being of</p>	<p>just and fair, and express their own ideas clearly in response.</p> <p>Observe and understand varied examples of religious teaching and action about temptation.</p> <p>Understand the challenges of commitment to living a good life and considering how the Muslim and Christian communities try to support believers in living good lives.</p> <p>Observe and consider some moral dimensions of religion, so that they can understand similarities and differences between Muslim and Christian worldviews.</p>



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						<p>all, responding thoughtfully to ideas about peace, courage and self sacrifice.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including questions about fighting, peace, conflict and war, expressing their own ideas clearly in response</p>	<p>Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about temptation and values.</p> <p>Discuss and apply their own and others' ideas about ethical questions, including questions about temptation and making good choices and expressing their own ideas clearly in response</p> <p>Observe and consider expressive dimensions of religion, so that they can understand similarities and differences</p>



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							<p>between the cultural expression, arts and architecture of 3 religions.</p> <p>Discuss and present thoughtfully their own and others' views on varied cultural and spiritual expressions from the 3 religions, applying ideas of their own creatively in different forms including (e.g.) music, art and poetry.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community and</p>





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							<p>expressions of belief.</p> <p>Respond sensitively to religious engagements with racism with ideas of their own.</p> <p>Find out about at least two examples of anti-racism that have been effective</p>
Knowledge	<p>What is special about the World?</p>	<p>How do we say thank you for the Earth?</p> <p>Recall and name different beliefs and practices that show care for the Earth.</p> <p>Retell and suggest meanings to some religious and moral stories about care for other people and the Earth.</p>					



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills		<p>Ask and respond to questions about what communities do to care for people and the Earth.</p> <p>Notice and Respond sensitively to some similarities between religious teachings about creation and giving thanks.</p> <p>Explore questions about how and why we care and express their own ideas using words, music, art or poetry.</p> <p>Find out about questions of right and wrong and begin to express their own opinions about how we can show we care for animals, people and the Earth.</p>					



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Knowledge	<p><b>Special people:</b> Which people are special and why?</p> <p><b>Special stories:</b> What stories are special and why?</p>	<p><b>Stories and prayers about Jesus</b></p> <p>Retell and suggest meanings to some religious and moral stories from the Gospels.</p> <p>Recognise symbols and actions associated with prayer.</p>	<p><b>What does Easter mean to Christians? Symbols and stories.</b></p> <p>Recall and name different beliefs practices seen at the festival of Easter.</p> <p>Retell and suggest meanings to some stories of Holy week at Easter.</p> <p><b>Questions that puzzle us</b></p> <p>Retell and suggest meanings to some religious and moral stories.</p>	<p><b>Holy buildings and sacred space.</b> Describe and make connections between worship and holy buildings in two or more religions.</p> <p>Explore and describe a range of symbols and ways of expressing meaning seen at holy buildings.</p> <p><b>Why are holy books important?</b> Describe and make connections between the ways sacred texts are used in different faiths.</p> <p>Describe and understand links between stories and texts and</p>	<p><b>Muslim ways of living: Keeping 5 pillars</b> Describe and make connections between Muslim celebrations, worship and rituals, reflecting thoughtfully on what they mean to Muslims.</p> <p>Describe and understand links between Qur'an, Hadith and Muslim practice in Britain today.</p> <p><b>Christian and Hindu beliefs and questions on life's journeys.</b> Describe and make connections between celebrations, worship, pilgrimages rituals</p>	<p><b>Christian Aid and Islamic relief: can they change the world?</b> Describe and make connections between the work of the two charities and its roots in the religions.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p><b>Commitments and meanings</b> Describe and make connections between the commitments shown by people</p>	<p><b>What matters most? Christians and Humanists.</b> Describe Humanism in detail and reflect thoughtfully on their own ideas about this non-religious worldview.</p> <p>Explore and describe a range of ways of behaving and show that they understand a Humanist and a Christian way of life.</p> <p><b>What can we learn from religions and temptation?</b> Describe and understand links between stories and beliefs about temptation in</p>



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				<p>other aspects of the communities.</p> <p><b>Why do people make pilgrimages?</b></p> <p>Describe and make connections between pilgrimages from different religions.</p> <p>Describe and understand links between what sacred texts say and the practices of pilgrims today.</p> <p><b>Jesus: Why do some people think he is inspirational?</b></p> <p>Describe and understand links between stories and texts about Jesus in the Gospels and Christian beliefs and living today.</p> <p>Explore and describe a range</p>	<p>in order to reflect thoughtfully on life as a journey.</p> <p>Describe and understand links between stories and texts and other aspects of the communities.</p> <p>Explore and describe symbols which marks steps on the journey of life.</p> <p><b>Finding reasons to care through religious stories - Christianity.</b></p> <p>Describe and make connections between stories about caring in order to reflect thoughtfully on their own ideas.</p> <p>Describe and understand links between stories and texts and values.</p>	<p>from different worldviews, saying where they are similar and different.</p> <p>Describe and understand links between different communities responding thoughtfully to a range of sources of wisdom.</p> <p><b>Muslims and Christians - Who is inspiring?</b></p> <p>Describe and understand links between stories of key leaders from different religions, responding thoughtfully to sources of wisdom and beliefs and describing what makes a person inspiring.</p>	<p>Islam and Christianity responding thoughtfully to beliefs about how we should make our moral choices.</p>



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				of ways Christians today use the stories of Jesus from the gospels			
Skills		<p>Ask and respond to questions about what Christian communities do to put Jesus' teaching into action.</p> <p>Observe and recount different ways of praying in Christianity.</p> <p>Explore questions about belonging, meaning and truth and express their own ideas using words, music, art or poetry.</p>	<p>Ask and respond to questions about what Christians do at Easter and why?</p> <p>Observe and recount what the rituals and remembrances of Easter mean to Christians.</p> <p>Explore questions about what Easter means and express their own ideas using words, music, art or poetry.</p> <p>Ask and respond to big questions about life.</p> <p>Notice and respond sensitively to some similarities between religions</p>	<p>Understand the challenges of commitment to worship in a community.</p> <p>Observe and consider similarities and differences between worship in different holy places.</p> <p>Discuss their own and others' views on questions about belonging to a faith community.</p> <p>Consider and apply ideas about respect for each others' places of worship.</p> <p>Observe, understand, explain, with</p>	<p>Observe and account for Muslim devotion as seen in the 5 Pillars.</p> <p>Understand the challenges of commitment to Allah and the Prophet Muhammad.</p> <p>Discuss their own and others' views on questions about belonging: what do Muslims like about being part of Islam?</p> <p>Discuss and apply their own and others' ideas about ethical questions to do with giving money away, following God, self discipline</p>	<p>Observe and understand varied examples of religious charity so that they can explain, with reasons, the value of this work.</p> <p>Understand the challenges of commitment to a community of faith or belief, and to the human race.</p> <p>Consider and apply ideas about ways in which these two charities collaborate and share the task of seeking the well being of all, responding thoughtfully to ideas about community, values and respect.</p>	<p>Observe and understand examples of Humanist and Christian guidance or rules for living so that they can explain, with reasons similarities and differences between these two worldviews.</p> <p>Understand the challenges of commitment to a community.</p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about right and wrong, applying ideas of</p>



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>as they suggest answers to big questions.</p> <p>Explore questions about belonging, meaning and truth and express their own ideas using words, music, art or poetry.</p> <p>Respond to examples of cooperation between religions.</p>	<p>reasons, examples of religious uses of scriptures.</p> <p>Observe and consider similarities and differences between different sacred texts.</p> <p>Discuss their own and others' views on questions about the meanings of sacred stories.</p> <p>Discuss and apply their own and others' ideas about ethical questions and holy texts' teachings about goodness.</p> <p>Understand the challenges of commitment to being a pilgrim.</p> <p>Observe and consider similarities and differences</p>	<p>and related ideas from Islam.</p> <p>Understand the challenges of commitment to a religion and some ways this 'lasts a lifetime'.</p> <p>Observe and consider similarities and differences between journeys of life in different religions.</p> <p>Discuss their own and others' views on questions about belonging and community, talking about their own 'journey of life'.</p> <p>Observe, understand, explain, with reasons, examples of religious action for kindness or justice.</p>	<p>Discuss and apply their own and others' ideas about how we can reduce poverty in our world through kindness and co-operation.</p> <p>Observe and understand examples of commitment from varied worldviews so that they can explain the meanings of the commitments to God, humanity, justice or similar values.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being</p>	<p>their own thoughtfully.</p> <p>Consider and apply ideas about ways in which Christians and Humanists can live together for the well being of all, responding thoughtfully to ideas about community, values and respect.</p> <p>Discuss and apply their own and others' ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p> <p>Observe and understand varied examples of religious teaching and action about temptation.</p> <p>Understand the challenges of</p>



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				<p>between pilgrimages in 2 or 3 religions.</p> <p>Discuss their own and others' views on questions about how being a pilgrim expresses belonging and commitment.</p> <p>Observe and give accounts of examples of the impact of Jesus' life and teaching on Christians.</p> <p>Understand the challenges of commitment to living as a follower of Jesus.</p> <p>Discuss their own and others' views on questions about the meanings of Jesus' teaching.</p> <p>Discuss and apply their own and others' ideas about</p>	<p>Observe and consider similarities and differences between ways of expressing care in different religious stories and practice.</p> <p>Discuss and apply their own and others' ideas about ethical questions to do with caring: why should we care? How can we show it? What difference does it make to be kind?</p>	<p>studied and in their own lives.</p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning and commitment.</p> <p>Discuss and apply their own and others' ideas about being committed to our values and beliefs.</p> <p>Observe and understand varied examples of inspiring people from Islam and Christianity so that they can explain, with reasons, the significance of these great lives.</p> <p>Understand the challenges of commitment faced</p>	<p>commitment to living a good life and considering how the Muslim and Christian communities try to support believers in living good lives.</p> <p>Observe and consider some moral dimensions of religion, so that they can understand similarities and differences between Muslim and Christian worldviews.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about temptation and values.</p>



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				ethical questions in Jesus teaching		<p>by inspiring leaders and by 'ordinary' believers.</p> <p>Discuss and present thoughtfully their own and others' views on challenging questions about the ways some people inspire others applying ideas of their own thoughtfully in different forms such as reasoning, music, art and poetry.</p> <p>Discuss and apply their own and others' ideas about ideas about what is inspiring, using ideas like justice, equality, kindness and love.</p>	Discuss and apply their own and others' ideas about ethical questions, including questions about temptation and making good choices and expressing their own ideas clearly in response
Knowledge	Special places: What places are special and why?	Begininning to learn from Sikhs		Holy buildings and sacred spaces	Muslim ways of living: Keeping 5 pillars		Explore key leaders - Sikhs and Hindus.





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		<p>Retell and suggest meanings to three Sikh religious and moral stories.</p> <p>Recognise wisdom and symbols that connect to stories.</p>		<p>Describe and make connections between worship and holy buildings in two or more religions.</p> <p>Explore and describe a range of symbols and ways of expressing meaning seen at holy buildings.</p> <p><b>Why do people make pilgrimages?</b></p> <p>Describe and make connections between pilgrimages from different religions.</p> <p>Describe and understand links between what sacred texts say and the practices of pilgrims today.</p>	<p>Describe and make connections between Muslim celebrations, worship and rituals, reflecting thoughtfully on what they mean to Muslims.</p> <p>Describe and understand links between Qur'an, Hadith and Muslim practice in Britain today.</p>		<p>Describe and understand the life stories of inspirational people from Sikh or Hindu faith responding thoughtfully to their wisdom and beliefs.</p>
Skills		Observe and recount different ways of expressing		Understand the challenges of commitment to	Observe and account for Muslim devotion as		Observe and understand examples of



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		<p>identity and belonging, through the values of caring, sharing and devotion of God.</p> <p>Explore questions about belonging, meaning and values from Sikh stories, for themselves.</p> <p>Respond to examples of coordination from stories of the Gurus.</p> <p>Find our about questions of right and wrong and begin to express their own opinion.</p>		<p>worship in a community.</p> <p>Observe and consider similarities and differences between worship in different holy places.</p> <p>Discuss their own and others' views on questions about belonging to a faith community.</p> <p>Consider and apply ideas about respect for each others' places of worship.</p> <p>Understand the challenges of commitment to being a pilgrim.</p> <p>Observe and consider similarities and differences between</p>	<p>seen in the 5 Pillars.</p> <p>Understand the challenges of commitment to Allah and the Prophet Muhammad.</p> <p>Discuss their own and others' views on questions about belonging: what do Muslims like about being part of Islam?</p> <p>Discuss and apply their own and others' ideas about ethical questions to do with giving money away, following God, self discipline and related ideas from Islam</p>		<p>religious individuals who have high significance in Sikh and / or Hindu communities.</p> <p>Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge.</p> <p>Discuss and present thoughtfully their own views about challenging questions about inspiration and community applying ideas of their own.</p> <p>Discuss and apply their own and others' ideas about the leadership and values of</p>



RELIGIOUS EDUCATION - PROGRESSION OF KNOWLEDGE AND SKILLS – TAKEN FROM WALSALL AGREED SYLLABUS



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>pilgrimages in 2 or 3 religions.</p> <p>Discuss their own and others' views on questions about how being a pilgrim expresses belonging and commitment.</p>			<p>inspirational figures.</p>