

Progression of Knowledge, Skills and Vocabulary in Religious Education		
	EYFS	KS1
To understand beliefs and teachings	<ul style="list-style-type: none"> <li>To know that different people have different faiths</li> <li>To know that some stories come from different holy books, and to express ideas in response to those stories</li> <li>To know that different people have different times of celebration</li> <li>To understand that different people have different ways of celebrating major events</li> </ul>	<ul style="list-style-type: none"> <li>Describe some of the teachings and practices of a religion.</li> <li>To recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them</li> <li>To retell a religious story using prompts and know that it is from a sacred text and is special to some people.</li> <li>To explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come</li> <li>Ask questions about belonging, meaning and truth and express my own ideas and opinions in response.</li> </ul>
To understand practices and lifestyles	<ul style="list-style-type: none"> <li>To know that people of all faiths can and do live well alongside each other</li> <li>To enjoy joining in with family customs and routines</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, name and describe some religious artefacts, places and practices.</li> <li>To ask and respond to questions about what communities do, and why</li> <li>To identify what difference belonging to a community might mean</li> <li>Recognise different ways of expressing identity and belonging.</li> </ul>
To understand how beliefs are conveyed	<ul style="list-style-type: none"> <li>To be able to express some of their own families' customs and traditions</li> <li>To know that different people have a range of different ways of showing their beliefs, including prayers and worship</li> </ul>	<ul style="list-style-type: none"> <li>Name some religious symbols.</li> <li>Explain the meaning of some religious symbols.</li> <li>To recognise different symbols and actions which express a community's way of life, appreciating some similarities between communities.</li> <li>To notice and respond sensitively to some similarities between different religions and worldviews</li> <li>To see how I can work together with others even if we have differences.</li> </ul>
To reflect	<ul style="list-style-type: none"> <li>To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>	<ul style="list-style-type: none"> <li>Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>Relate emotions to some of the experiences of religious figures studied.</li> <li>To ask 'who', 'what' and 'when' questions when exploring a religion</li> <li>To ask puzzling questions about Creation and God.</li> <li>To talk about my own experiences and link these to the communities to which I belong.</li> <li>To ask questions about me, and who I am, showing awe and wonder.</li> </ul>
To understand values		<ul style="list-style-type: none"> <li>Identify how they have to make their own choices in life.</li> <li>Explain how actions affect others.</li> <li>Show an understanding of the term 'morals'.</li> <li>To share my opinions and say what is important to myself and to others.</li> <li>To say what I think to be right and wrong and begin to express my own ideas and opinions.</li> </ul>

<b>Vocabulary</b>	<p>Christians, God, Creation, Adam, Eve, Bible, Parable, Previous, Jesus, Pearl, Incarnation, Christmas, Mary, Joseph, Shepherds, Angel, Star, Magi, Manger, Advent, Religious, Birth, Celebrations, Muslims, Hindus, Baptism, Raksha Badhan, Welcome, Love, Special, Rakhi, Salvation, Easter, Palm, Hosanna, Good Friday, Donkey, Disciples, Pilgrimage, Holy, Church, Mosque, Imam, Qur'an, Vicar, Torah, Believer, Text, Stories, Jews.</p>	<p><b>Cycle A</b></p> <p>Forgiving, Prodigal, Worship, Nineveh, loving ,Father, Parable, Jonah, God , Holy, Community, Muhammad, Shabbat, Allah, Ichthus , Faith, Baptism , Agigah , Parable, wedding, Synagogue, Torah, Jewish, Mezuzah, shabbat, Shema, God, Chanukah, Dreidel, Star of David, Worship, Jewish, Holy, Christian, Muslim, community, Mosque, Sacred, Church, Synagogue, Place of worship, Shabbat, Christians, Jesus , Matthew, Fishermen, Disciples, Tax collector, peace ,forgiveness Apostles, Prayer</p>	<p><b>Cycle B</b></p> <p>Muslim, Shahadah, Zakat, Haij, Islam, Prophet, Salah, Sawm, Ramadan, Allah, Tawhid Prophet God, Salvation, Easter, Saviour, Worship, Resurrection, Good Friday, Eternal Life, Religious, Creation, World, Belief, Thank, Harvest, believe, Bible, Genesis, praise Incarnation, Jesus, Mary, Joseph, Shepherds, Advent, Religious, Birth, Celebration</p>
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Progression of Knowledge, Skills and Vocabulary in Religious Education		
	LKS2	UKS2
To understand beliefs and teachings	<ul style="list-style-type: none"> <li>Present the key teachings and beliefs of a religion,</li> <li>Refer to religious figures and holy books to explain answers,</li> <li>Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives</li> </ul>	<ul style="list-style-type: none"> <li>Explain how some teachings and beliefs are shared between religions,</li> <li>Explain how religious beliefs shape the lives of individuals and communities,</li> <li>Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life</li> </ul>
To understand practices and lifestyles	<ul style="list-style-type: none"> <li>Identify religious artefacts and explain how and why they are used,</li> <li>Describe religious buildings and explain how they are used,</li> <li>Explain some of the religious practices of both clerics and individuals,</li> <li>Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups,</li> </ul>	<ul style="list-style-type: none"> <li>Explain the practices and lifestyles involved in belonging to a faith community,</li> <li>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles,</li> <li>Show an understanding of the role of a spiritual leader,</li> <li>Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life,</li> </ul>
To understand how beliefs are conveyed	<ul style="list-style-type: none"> <li>Identify religious symbolism in literature and the arts,</li> <li>Use religious vocabulary to verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media,</li> </ul>	<ul style="list-style-type: none"> <li>Explain some of the different ways that individuals show their beliefs,</li> <li>Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers,</li> </ul>
To reflect	<ul style="list-style-type: none"> <li>Show an understanding that personal experiences and feelings influence attitudes and actions,</li> <li>Give some reasons why religious figures may have acted as they did,</li> <li>Ask questions that have no universally agreed answers,</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and express feelings about their own identities,</li> <li>Relate these to religious beliefs or teachings,</li> <li>Explain their own ideas about the answers to ultimate questions,</li> <li>Explain why their own answers to ultimate questions may differ from those of others,</li> </ul>
To understand values	<ul style="list-style-type: none"> <li>Explain how beliefs about right and wrong affect people's behaviour,</li> <li>Describe how some of the values held by communities or individuals affect behaviour and actions,</li> <li>Discuss and give opinions on stories involving moral dilemmas,</li> </ul>	<ul style="list-style-type: none"> <li>Explain why different religious communities or individuals may have a different view of what is right and wrong,</li> <li>Show an awareness of morals and right and wrong beyond rules (i, e, wanting to act in a certain way despite rules),</li> <li>Express their own values and remain respectful of those with different values</li> </ul>

**Cycle A**

Term 1: Prophets, Abram, Noah, Wedding, Old Testament, Pilgrimage Muslims, Holy, Promise, Abraham, Covenant, Righteous, Christians,  
Term 2: Creation, Catholic, Big Story, Responsibility, Sin, Steward, Interpret, Genesis, Fall, Temptation,  
Term 3: Jesus, Disciples, Follower, Clergy, Galilee Vicar, Parable, Samaritan, Gospel, Evangelist,  
Term 4: Salvation, Jerusalem, Resurrection, Forgiveness, Crucifixion, Palm Sunday, Disciples, Sin, Easter, Calvary,  
Term 5: Tikkun Olam, Jewish, Christian, Muslim, Zakat, Stewardship, Steward, Salvation, Humanist, Golden Rule,  
Term 6: Hindu, Brahman, Deity, Namaste, Shiva, Aum, Atman, Lakshmi, Vishnu, Brahma.

**Cycle B**

Term 1: Trinity, Holy spirit, Messiah, John the Baptist, Believer’s Baptism, Father, Jesus, Scripture, Infant Baptism, Denomination,  
Term 2: Pentecost, Holy Spirit, Disciples, Lord’s Prayer, Baptised, Tongues, Acts, Trinity, Apostles,  
Term 3: Hindu, Puja, Ramayana, Shrine, Rama, Dharma, Deity, Mandir, Diwali, Sita,  
Term 4: Prophet, Muhammad, Allah, Fasting, Tawhid, Quran, Salah, Ramadan, Sawm, Eid  
Term 5: Freedom, Torah, Yom Kippur, Orthodox, Pesach, Shabbat, Rosh Hashanah, Shema, Progressive, Forgiveness  
Term 6: Significant, Journey, Baptism, Commitment, Marriage, Bar Mitzvah, Bat Mitzvah, Ceremony, Wedding, Sacred thread.

**Cycle A**

Term 1: People of God, Children of Israel, Freedom, Justice, Moses, Exodus, Slavery, Egypt, Pharoah, Rescue,  
Term 2: Science, Genesis, Big bang theory, Complementary, Creation, Literal, Creator, Conflicting, Interpretation, Theory,  
Term 3: Gospel, Theology, Luke, Matthew, Mark, Interpretation, Leprosy, Christ-like, Parables, Commandments,  
Term 4: Salvation, Resurrection, Interpret, Sacrifice, Biblical, Theological, Gospel, Eternal life, Incarnation, Funeral,  
Term 5: Theist, Atheist, Psychology, Evidence, Psychologist, Agnostic, Humanist, Philosophy, Reason, Theologian,  
Term 6: Dharma, Samsara, Reincarnation, Atman, Duty Learning Pathway, Karma, Moksha, Brahman, Ahimsa, Deity,

**Cycle B**

Term 1: Holy, Omnipresent, Omniscient, Believer, Eternal, Loving, Omnipotent, Isaiah, John, Testament.  
Term 2: Parable, Kingdom, Salvation, Forgiving, Unforgiving, Banquet, Biblical, Inheritance, Social, Unjust.  
Term 3: Messiah, Incarnation, Saviour, Immanuel, Micah, Theological, Prophecy, Gospel, Prophet, Isaiah.  
Term 4: Muslim, Ibadah, Submission, Ramadan, Shahadah, Salah, Sawm, Zakah, Hajj, Pilgrimage.  
Term 5: Torah, Sefer Torah, Orthodox, Secular, Pesach (Passover), Synagogue, Kosher, Progressive, Kashrut.  
Term 6: Humanist, Nonreligious, Belief, Moral, Golden rule, Humanism, Worldview, Christian, Values, Authority.