

RE						
Progression of Knowledge, Skills and Vocabulary- RE Living						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Strand	Skills					
<p>Believing A: Know about and understand a range of religions and world views</p>	<p>Talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>Retell a story that shows what Christians might think about God and suggests what it means.</p> <p>Identify special objects and symbols found in a place where people worship and are able to say something about what they mean and how they are used.</p> <p>Give an account of what happens at a traditional Christian Infant baptism and suggest what the symbols mean.</p>	<p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</p> <p>Re-tell a story about the life of the Prophet Muhammad.</p> <p>Recognise some objects used by Muslims and suggest why they are important</p> <p>Retell stories from the Christian Bible and stories from another faith; suggesting the meaning of these stories i.e. caring for others.</p>	<p>Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people.</p> <p>Describe some of the ways in which Christians, Hindus and/or Muslims describe God.</p> <p>Describe the practice of prayer in the religion studied.</p>	<p>Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday.</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Describe some example of what Hindus do to show their faith, make connections with some Hindu beliefs and</p>	<p>Outline clearly a Christian understanding of what God is like, using examples and evidence.</p> <p>Make connections between how believers feel about places of worship in different traditions.</p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p>	<p>Outline Christian, Hindu and /or non religious beliefs about life after death.</p> <p>Describe and make connections between examples of religious creativity (building and art)</p> <p>Make connections between beliefs and behaviour in different religions.</p> <p>Make connections between belief in ahimsa, grace, ummah, teachings and sources of wisdom in the three religions.</p>

	<p>Identify two ways people show they belong to each other when they get married.</p>			<p>teaching about aims and duties in life.</p>		
<p>Expressing B: Express ideas and insights about the nature, significance and impact of religions and worldwide views.</p>	<p>With support, respond thoughtfully to a Bible text that inspired it.</p> <p>With support, ask some questions about God that are hard to answer.</p> <p>Talk about ways in which stories, objects, symbols and actions are used in mosques and churches.</p>	<p>Talk about ways in which stories, objects, symbols and actions are used in mosques and churches show what people believe.</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Identify that some people make a response to God by caring for others and the world.</p>	<p>Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities.</p> <p>Suggest why having a faith or belief in something can be hard.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p>	<p>Identify the most important parts of Easter for Christians and why they are important.</p> <p>Ask questions and give ideas about what matters most to believers in festivals.</p> <p>Suggest at least 2 reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p>	<p>Give examples of ways in which believing in God is valuable in the lives of Christians and ways in which it can be challenging.</p> <p>Select and describe the most important functions of a place of worship in the community.</p> <p>Describe the significance of the the Holy Qur'an to Muslims.</p>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p>

<p>Living C. Gain and deploy the skills needed to engage seriously with regions and world views.</p>	<p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Ask some questions about believing in God and offer some ideas of their own.</p> <p>Describe some of the ways in which people use music in worship.</p>	<p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion.</p> <p>Talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed the</p>	<p>Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in the children's own lives.</p> <p>Ask questions and suggest some of their own responses to ideas about God.</p>	<p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Discuss links between actions of Hindus in helping others and ways in which people of other faiths and beliefs, including themselves, help others.</p>	<p>Present different views on why people believe in God or not, including their own ideas.</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself.</p>	<p>Apply ideas about values from scriptures to the title question(U2.5)</p>
<p>Vocabulary</p>						
<p>Vocabulary</p> <p>General language of religious study</p>	<p>Exploring</p> <p>Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, sacred, creation story</p>	<p>Connecting</p> <p>Religion, spirituality, commitment, values, prayer, pilgrim, ritual, symbol, community, worship, belief, life after death, inspiration, role model.</p>	<p>Connecting</p> <p>Religion, harmony, respect, justice, faith, tolerance, holiness, spirituality, vision, symbol, communiyu, values, Golden Rule, charity, sacred text, prayer, worship, compassion, prejudice, persecution</p>			

Christianity	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel.	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, Church, Gospel, Jesus, Holy Spirit, God the creator, Trinity, Heaven	Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Holy Spirit, Resurrection, Christmas, Easter, Pentecost, Eucharist.
Judaism	Jewish, synagogue, Torah, bimah, Hanukkah, Ark, Judaism, Shabbat, Mezuzah	Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover, Shabbat, Torah.	Judaism, Jewish, Synagogue, schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, tikkun olam
Islam	Muslim, Islam, Allah, Prophet, Mosque, Eid, Qur'an, moon and starm Ramadan	Muslim, Islam, Allah, Prophet, Mosque, Qur'an, surah, moon and sta, paradise	Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman, Qur'an, Mosque, Haji.
Hindu	Rhama Sita Divali	Hindu, mandir, murtis, gods, goddesses, Diwali, Aumn, Trimurti, Ramayana	Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines
Non-religious worldview	Humanist, Golden Rule, non-religious	Humanist, Golden Rule, non-religious, spiritual but not religious, atheist	Atheist, agnostic, Humanist, 'spiritual but not religious'.