

RE progression of knowledge, skills and vocabulary EYFS, KS1 and KS2

	Units of work	Key knowledge	Key skills	Key vocabulary
2-plus	• Mini-theme 1: Families / Diwali • Mini-theme 2: Christmas / Hannukah • Mini-theme 3: Lunar New Year • Mini-theme 4: Eid / Easter	• Describe their family and comment on other families • Begin to understand some differences between themselves and others	• Make connections between the features of their family and other families • Notice differences between people • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on	Mini-theme 1: celebrate, family, Diwali, festival, light, candle, fireworks Mini-theme 2: Christmas, Jesus, angel, Hannukah, special, gift, Star of David Mini-theme 3: decorate, lunar, lantern, red, gold, dragon Mini-theme 4: Eid, mosque, crescent moon, Eid Mubarak, Easter, church, cross
Nursery	<u>Year A</u> • Mini-theme 1: Settling-in / Families / Diwali • Mini-theme 2: Christmas / Hannukah • Mini-theme 3: Lunar New Year • Mini-theme 4: Eid / Easter <u>Year B</u> • Mini-theme 1: Settling-in / Families / Diwali • Mini-theme 2: Christmas / Hannukah • Mini-theme 3: Lunar New Year / Ramadan • Mini-theme 4: Eid / Easter	• Develop their sense of responsibility and membership of a community	• Continue to develop positive attitudes about the differences between people	<u>Year A</u> Mini-theme 1: friendship, differences, kindness, Diwali, Diva, Rama, Sita, rangoli, fireworks Mini-theme 2: festival, God, Christmas, Jesus, manger, decorate, giving, gift, Hannukah, menorah, Star of David Mini-theme 3: Lunar New Year, China, lucky, dragon, dance, envelope, firecracker Mini-theme 4: Eid, mosque, pray, crescent moon, share, give, charity, Easter, church, new life, cross <u>Year B</u> Mini-theme 1: friendship, differences, kindness, Diwali, Diva, Rama, Sita, rangoli, fireworks Mini-theme 2: festival, God, Christmas, Jesus, manger, decorate, giving, gift, Hannukah, menorah, Star of David Mini-theme 3: Lunar New Year, China, lucky, dragon, dance, envelope, firecracker Mini-theme 4: Eid, mosque, pray, crescent moon, share, give, charity, Easter, church, new life, cross
Reception	• Mini-theme 1: Settling-in / Diwali / Harvest Festival • Mini-theme 2: Christmas / Hannukah • Mini-theme 3: New Year's Day / Lunar New Year / Ramadan • Mini-theme 4: Eid / Easter	• Name and describe people who are familiar to them • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways • Talk about members of their immediate family and community • Talk about the lives of the people around them and their roles in society • 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	• See themselves as a valuable individual • Think about the perspectives of others • Show sensitivity to their own and others' needs	Mini-theme 1: important, responsible, kind, charity, giving, sharing, harvest, Diwali, Hindu, Sikh, temple Mini-theme 2: festival, Christmas, Christian, God, Jesus, nativity, church, Hannukah, menorah, synagogue, Star of David, similar, different, respect Mini-theme 3: new year, resolution, improve, lunar, China, lucky, dragon, dance, envelope, firecracker Mini-theme 4: Eid al-Fitr, Eid al-Adha, Ramadan, fast, mosque, pray, crescent moon, share, give, charity, Easter, church, new life, cross, bonnet

Year 1/2	<u>Year A</u> • Unit 1: What does it mean to belong to a faith community? • Unit 2: Who is Jewish and how do they live? • Unit 3: How should we care for others and the world and why does it matter? <u>Year B</u> • Unit 1: Who do Christians say made the world • Unit 2: Who is a Muslim and how do they live it? • Unit 3: What makes some places sacred to believers?	• Recall key facts about major world religions (e.g. Christianity, Islam, Judaism) • Identify key practices, stories, and places of worship (e.g., a church, mosque, synagogue)	<u>1.Critical Thinking:</u> • Begin to compare similarities and differences between religions and beliefs • Respond to questions about meaning, values, and purpose raised by religious stories and practices <u>2.Personal Application:</u> • Reflect on their own feelings and experiences when learning about others' beliefs • Share examples of special times or places in their lives and relate them to religious traditions	<u>Year A</u> Unit 1: community, Muhammad (PBUH), Allah, Shabbat, Ichthus, faith, wedding, baptism, Aqiqah, parable Unit 2: synagogue, Torah, Jewish, Mezuzah, Shabbat, Shema, God, Chanukah, dreidel, Star of David Unit 3: community, world, psalm, stewardship, love, Genesis, religious, non-religious, Christian, Jewish <u>Year B</u> Unit 1: creation, world, belief, thank, harvest, God, believe, Bible, Genesis, praise Unit 2: Muslim, prophet, Shahadah, Ramadan, Allah, Tawhid, Islam, Salah, Zakah, Hajj, Sawm Unit 3: Jewish, holy, Christian, place of worship, Muslim, community, sacred, worship, church, mosque, Shabbat, synagogue
Year 3/4	<u>Year A</u> • Unit 1: How do festivals and family life show what matters to Jewish people? • Unit 2: What is the 'trinity' and why is it important for Christians? • Unit 3: How and why do people try to make the world a better place? <u>Year B</u> • Unit 1: What do Hindus believe God is like? • Unit 2: How do festivals and worship show what matters to a Muslim? • Unit 3: How and why do people mark the significant events of life?	• Describe key beliefs, practices, and symbols in at least three major world religions (e.g., Christianity, Hinduism, Islam) • Begin to explore lesser-known religions and secular worldviews • Understand the significance of religious texts and their impact on believers	<u>1.Critical Thinking:</u> • Ask and respond to deeper questions about why people believe and act as they do • Recognise and discuss ethical and moral questions in religious stories or practices <u>2.Personal Application:</u> • Reflect on how religious values and teachings might influence their own lives or choices • Begin to explore how their values align or differ from those they study	<u>Year A</u> Unit 1: freedom, Torah, Yom Kippur, Orthodox, Pesach, Shabbat, Rosh Hashanah, Shema, Progressive, forgiveness Unit 2: Trinity, Holy Spirit, Messiah, John the Baptist, Believer's Baptism, Father, Jesus, Scripture, Infant Baptism, denomination Unit 3: Tikkun Olam, Jewish, Muslim, Zakat, stewardship, steward, salvation, humanist, Golden Rule, Christian <u>Year B</u> Unit 1: Hindu, Brahman, deity, Namaste, Shiva, Aum, Atman, Lakshmi, Vishnu, Brahma Unit 2: prophet, Muhammad, Allah, fasting, Hajj, Qur'an, Salah, Shahadah, Sawm, Zakah Unit 3: significant, journey, baptism, commitment, marriage, Bar Mitzvah, Bat Mitzvah, ceremony, wedding, sacred thread

Year 5/6	<u>Year A</u> • Unit 1: Why is the torah so important to Jewish people? • Unit 2: Why do some people believe in God and some people do not? • Unit 3: Why do Christians believe that Jesus was the Messiah? <u>Year B</u> • Unit 1: Why do Hindus want to be good? • Unit 2: What matters most to humanists and Christians? • Unit 3: What does it mean to be a Muslim in Britain today?	• Explain the significance of major festivals, beliefs, and practices across a broader range of religions (e.g., Sikhism, Buddhism, secular worldviews) • Explore the historical and cultural context of religious practices • Identify how religions interact with wider society (e.g., through charity, politics, and global issues)	<u>1.Critical Thinking:</u> • Analyse similarities and differences between religions and secular worldviews • Debate moral and ethical dilemmas, using insights from religious teachings to inform arguments <u>2.Personal Application:</u> • Consider their own responses to big questions about life, meaning, and purpose • Evaluate how religious teachings could influence decisions in personal or social contexts	<u>Year A</u> Unit 1: Torah, Sefer Torah, Orthodox, Pesach (Passover), synagogue, kosher, Progressive, Kashrut, secular Unit 2: theist, atheist, psychology, evidence, psychologist, agnostic, humanist, philosophy, reason, theologian Unit 3: messiah, incarnation, saviour, Immanuel, Micah, theological, prophecy, gospel, prophet, Isaiah <u>Year B</u> Unit 1: dharma, samsara, reincarnation, atman, duty, karma, moksha, brahman, ahimsa, deity Unit 2: humanist, belief, Golden Rule, humanism, worldview, Christian, values, authority, non-religious Unit 3: Muslim, ibadah, submission, Ramadan, Shahadah, Salah, Sawm, Zakah, Hajj, pilgrimage
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