

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

	Units of work	Key knowledge	Key skills	Key vocabulary
2- plus	<ul style="list-style-type: none"> • Mini-theme 1: Families / Diwali • Mini-theme 2: Christmas / Hannukah • Mini-theme 3: Lunar New Year • Mini-theme 4: Eid / Easter 	<ul style="list-style-type: none"> • Describe their family and comment on other families • Begin to understand some differences between themselves and others 	<ul style="list-style-type: none"> • 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 	<p>Mini-theme 1: celebrate, family, Diwali, festival, light, candle, fireworks</p> <p>Mini-theme 2: Christmas, Jesus, angel, Hannukah, special, gift, Star of David</p> <p>Mini-theme 3: decorate, lunar, lantern, red, gold, dragon</p> <p>Mini-theme 4: Eid, mosque, crescent moon, Eid Mubarak, Easter, church, cross</p>
Nursery	<p>Year A</p> <ul style="list-style-type: none"> • Mini-theme 1: Settling-in / Families / Diwali • Mini-theme 2: Christmas / Hannukah • Mini-theme 3: Lunar New Year • Mini-theme 4: Eid / Easter <p>Year B</p> <ul style="list-style-type: none"> • Mini-theme 1: Settling-in / Families / Diwali • Mini-theme 2: Christmas / Hannukah • Mini-theme 3: Lunar New Year / Ramadan • Mini-theme 4: Eid / Easter 	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community 	<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people 	<p>Year A</p> <p>Mini-theme 1: friendship, differences, kindness, Diwali, Diva, Rama, Sita, rangoli, fireworks</p> <p>Mini-theme 2: festival, God, Christmas, Jesus, manger, decorate, giving, gift, Hannukah, menorah, Star of David</p> <p>Mini-theme 3: Lunar New Year, China, lucky, dragon, dance, envelope, firecracker</p> <p>Mini-theme 4: Eid, mosque, pray, crescent moon, share, give, charity, Easter, church, new life, cross</p> <p>Year B</p> <p>Mini-theme 1: friendship, differences, kindness, Diwali, Diva, Rama, Sita, rangoli, fireworks</p> <p>Mini-theme 2: festival, God, Christmas, Jesus, manger, decorate, giving, gift, Hannukah, menorah, Star of David</p> <p>Mini-theme 3: Lunar New Year, China, lucky, dragon, dance, envelope, firecracker</p> <p>Mini-theme 4: Eid, mosque, pray, crescent moon, share, give, charity, Easter, church, new life, cross</p>
Reception	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • See themselves as a valuable individual • Think about the perspectives of others • Show sensitivity to their own and others' needs 	<p>Mini-theme 1: important, responsible, kind, charity, giving, sharing, harvest, Diwali, Hindu, Sikh, temple</p> <p>Mini-theme 2: festival, Christmas, Christian, God, Jesus, nativity, church, Hannukah, menorah, synagogue, Star of David, similar, different, respect</p> <p>Mini-theme 3: new year, resolution, improve, lunar, China, lucky, dragon, dance, envelope, firecracker</p> <p>Mini-theme 4: Eid al-Fitr, Eid al-Adha, Ramadan, fast, mosque, pray, crescent moon, share, give, charity, Easter, church, new life, cross, bonnet</p>

<p>Year 1/2</p>	<p>Year A</p> <ul style="list-style-type: none"> • 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? <p>Year B</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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) 	<p>1.Critical Thinking:</p> <ul style="list-style-type: none"> • Begin to compare similarities and differences between religions and beliefs • Respond to questions about meaning, values, and purpose raised by religious stories and practices <p>2.Personal Application:</p> <ul style="list-style-type: none"> • 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 	<p>Year A</p> <p>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</p> <p>Year B</p> <p>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</p>
<p>Year 3/4</p>	<p>Year A</p> <ul style="list-style-type: none"> • 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? <p>Year B</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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 	<p>1.Critical Thinking:</p> <ul style="list-style-type: none"> • 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 <p>2.Personal Application:</p> <ul style="list-style-type: none"> • 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 	<p>Year A</p> <p>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</p> <p>Year B</p> <p>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</p>

Year 5/6

Year A

- **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?

Year B

- **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)

1.Critical Thinking:

- Analyse similarities and differences between religions and secular worldviews
- Debate moral and ethical dilemmas, using insights from religious teachings to inform arguments

2.Personal Application:

- Consider their own responses to big questions about life, meaning, and purpose
- Evaluate how religious teachings could influence decisions in personal or social contexts

Year A

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

Year B

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