



# Wistow Parochial Primary School

## Religious Education - Progression of Skills and Vocabulary

Skill Strand		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Believing</b>  <b>Knowing about and understanding religions and worldviews</b>	<b>A1 Describe, explain and analyse beliefs and practises, recognising the diversity which exists within and between communities</b>	Children encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship.	<p>Talk about the beliefs of different groups of people.</p> <p>Know that there are special places where people go to worship.</p> <p>Identify ways that special times are celebrated.</p>	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	<p>Retell and suggest meanings of significant stories.</p> <p>Recount believer's descriptions of God.</p> <p>Give examples of how believers show their faith; begin to make links to stories and teachings.</p> <p>Describe how believers pray.</p>	<p>Make link between teachings and the way that people live today.</p> <p>Recount some of the ways religions mark important events in people's lives.</p> <p>Describe the significance of prayer in people's lives today</p>	<p>Compare teachings of faiths and worldviews and the way people live today.</p> <p>Outline beliefs about death and life after death.</p> <p>Recall and name important features of places of worship, explaining their significance to believers.</p> <p>Describe and make connections between beliefs and behaviour for different faiths.</p>	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>
	<b>A2 identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews</b>		<p>Retell stories from different faiths and talk about their understanding of them.</p> <p>Talk about important figures in faiths and beliefs associated with them (e.g. Jesus is the son of God, Muhammad received the words of Allah).</p>	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come	<p>Recall and name some stories which inspire believers, are linked to festivals.</p> <p>Make connections between stories, symbols, objects and key beliefs.</p> <p>Identify some ways which believers express their faith (e.g. worship, hymns, puja).</p>	<p>Give simple definitions of important terms related to different faiths.</p> <p>Compare purpose and ritual associated with prayer in different faiths.</p> <p>Identify key events and situations within a believer's life and begin to suggest how their faith may be involved in these.</p>	<p>Outline the teachings of significant individuals and make links between these and key beliefs, values and practice for believers.</p> <p>Identify the values found in stories and texts</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>
	<b>A3 appreciate and appraise the nature,</b>		Recognise some symbols, objects and images	Recognise some different symbols and actions which	Make connections between beliefs and	Explain similarities and differences between the ways	Give simple definitions of some key terms linked to	Explore and describe a range of beliefs,

	<p><b>significance and impact of different ways of life and ways of expressing meaning.</b></p>		<p>linked to different faiths including those found in places of worship.</p> <p>Know that Muslims do not draw pictures of Allah.</p>	<p>express a community's way of life, appreciating some similarities between communities.</p>	<p>rituals associated with them.</p> <p>Identify similarities and differences between the way festivals are celebrated in different faiths.</p> <p>Identify what believers have in their families and what they do in their places of worship to show their faith</p>	<p>people worship and the ways festivals are celebrated within one faith and between different faiths.</p> <p>Describe what happens in ceremonies for key events in different faiths.</p>	<p>life experiences in different faiths.</p> <p>Make connections between how believers feel about places of worship in different traditions (including Humanism).</p>	<p>symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>
<p><b><u>Expressing</u></b></p> <p><b>Expressing and communicating ideas related to religions and worldviews</b></p>	<p><b>B1 explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.</b></p>	<p>They ask questions and reflect on their own feelings and experiences They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.</p>	<p>Show awareness that people belong to different religions.</p> <p>Talk about special times for different faiths (Shabbat, Ramadan, Christmas) and give examples of what people might do to celebrate them.</p>	<p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<p>Identify beliefs about God that are held by different faiths.</p> <p>Ask questions linked to the stories and lives of significant people in different faiths.</p> <p>Identify ways which believers may use sacred texts in everyday life.</p>	<p>Explain why it makes a difference to people's lives to believe in God.</p> <p>Ask questions about how people show their faith.</p> <p>Give examples of how and explain why believers may use sacred texts today.</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions</p>	<p>Explain the impact teachings of significant individuals may have on believers today.</p> <p>Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life.</p> <p>Describe the significance of sacred texts, practices and rituals to believers.</p>	<p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>
	<p><b>B2 express with increasing discernment their personal reflections and critical responses to questions and teachings about identity,</b></p>		<p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</p> <p>Talk about what is</p>	<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p>Suggest why having a faith or belief in something can be hard.</p> <p>Explain why rituals may help believers (prayer).</p> <p>Ask questions and give ideas about</p>	<p>Suggest why people believe their Gods behave in a particular way.</p> <p>Discuss ways in which rituals may comfort or challenge believers (prayer). Suggest how and why religious</p>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples and explaining how places of worship and faith</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</p>

	<p><b>diversity, meaning and value, including ethical issues</b></p>		<p>special and of value about belonging to a group that is important to them</p>		<p>what matters most to believers in festivals.</p> <p>Suggest reasons why being a believer is a good thing in Britain today.</p>	<p>festivals are valuable to many people.</p> <p>Suggest reasons why being a believer is a good thing in Britain today and discuss the challenges which it may bring.</p>	<p>community may help with this.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult.</p> <p>Respond sensitively to examples of religious practice with ideas of their own</p>	<p>being studied and in their own lives</p>
	<p><b>B3 appreciate and appraise varied dimensions of religion.</b></p>		<p>Know that believers treat their sacred texts in different ways and that these texts contain important stories.</p> <p>Show awareness that people worship God in different ways.</p> <p>Begin to compare faiths considering their stories and ceremonies.</p>	<p>Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>Describe and comment on similarities and differences between traditions in different faiths (e.g. prayer, ceremonies for key events, celebration of festivals).</p>	<p>Identify some similarities and differences between ideas about what God is like in different religions.</p> <p>Explain similarities and differences between traditions in different faiths (e.g. worship, codes for living)</p>	<p>Explain how believers of the same faith sometimes disagree about what God is like, giving examples of how they interpret texts differently (e.g. Christian definition of God, Muslim interpretation of Qu'ran).</p> <p>Explain how stories from sacred texts may teach believers how to live.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths</p>	<p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>
<p><b><u>Living</u></b></p> <p><b>Gaining and deploying the skills for studying</b></p>	<p><b>C1 find out about and investigate key concepts and questions of belonging, meaning,</b></p>	<p>They use their imagination and curiosity to develop their appreciation of and wonder at</p>	<p>Ask some questions about beliefs, God and significant stories and offer their own suggestions.</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using</p>	<p>Ask questions and suggest some of their own responses to ideas about Gods of different faiths.</p>	<p>Discuss and present their own ideas about why there are many ideas about God and express their own understanding of</p>	<p>Present different views on why people believe in God or not, including their own ideas.</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about</p>

<b>religions and worldviews</b>	<b>purpose and truth, responding creatively</b>	the world in which they live.	Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel.  Express their own ideas about faiths creatively.	words, music, art or poetry.	Explore and suggest ideas about what is worth celebrating and remembering in their own lives.  Talk about how believers show commitment to their faith.  Explain what it means to be a believer in Britain today and make links with their own experiences.	God through words, symbols and the arts.  Explore and suggest ideas about what is worth celebrating and remembering in religious communities.  Make links between how believers show commitment with their own ideas about community, belonging and belief	Recognise ideas about the importance of people in a place of worship/ community, rather than the place itself.  Begin to explore big questions by presenting other points of view than their own.	belonging, meaning, purpose and truth, applying ideas of their own in different forms including e.g. reasoning, music, art and poetry.
	<b>C2 enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all</b>		Talk about examples of people cooperating. Be aware of the 'Golden Rule' and suggest examples of ways that people can follow this in their lives.	Find out about and respond with ideas to examples of cooperation between people who are different.	Discuss links between the actions of believers in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.  Present their own ideas about the role of festivals in the life of Britain today, using a variety of media.	Present their view on the most important values and attitudes to have today.  Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media	Find out what believers say about their places of worship, traditions and practices.  Express ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning.	Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
	<b>C3 articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</b>		Talk about issues of good and bad, right and wrong arising from stories	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss their own and others ideas about why people do bad things and how people try to put it right.  Suggest some ideas about good ways to treat others and how to live a good life, arising from their	Suggest good ways to treat others and live a good life, making links to teachings from different faiths.  Express ideas about right and wrong, good and bad for themselves, including ideas about love,	Discuss their own ideas about the importance of values to live by, comparing them to different faith teachings.  Explain the challenges of following teachings about love, fairness,	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response

					learning about different faiths.	forgiveness, honesty, kindness and generosity	forgiveness justice, honesty and/or generosity, expressing their own ideas.  Find out about religious teachings, charities and ways of expressing generosity.	
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## Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christmas Bible Church Jesus Moses Passover Torah Synagogue Allah, Prophet Muhammad, Qur'an, Mosque Religion Special books Special places Special stories Prayer Non-religious	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, cooperation, belonging, worship, holiness, sacred, creation story Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel Jewish, synagogue, Torah, Bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star, Ramadan, tawhid Humanist, Golden Rule, non-religious	Consolidation of KS1 vocabulary Spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, community, devotion, life after death, destiny, soul, inspiration, role- model Pentecost, Harvest Festival, Messiah, liturgy, Holy Spirit, God the Creator, Trinity, Heaven Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shema Five Pillars of Islam, Shahadah, Sawm, Zakat, Ramadan, Hajj, surah, paradise Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana 'spiritual but not religious', atheist	Consolidation of KS1/LKS2 vocabulary Harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, vision, sources of wisdom, Golden Rule, charity, place of worship, sacred text, compassion, prejudice, persecution, teachings, diversity and expression Letters of Saint Paul, Incarnation, resurrection, Eucharist, agape, 'Green Christianity' synagogue, schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, tzedakah, tikkun olam Prophethood, Ummah, Iman (faith), akhlaq (character or moral conduct), Hadith ahimsa, karma, dharma, Brahman, shrines, Mahatma agnostic, rationalist			

Additional opportunities to reinforce specific vocabulary through our Faith Days, reflecting the six main world religions