RE Progression Document

Nursery

Substantive knowledge - Content and concepts	Disciplinary knowledge – Ways of knowing and personal knowledge	Vocabulary
Name a religious celebration. Recall some parts of a religious story (The Nativity, Easter, Rama and Sita) To talk about ways they celebrate with their family, with reference to a photograph. To join in with celebrations in school (where appropriate) Recognise some objects and symbols linked religion.	Think and talk about my big days and listen to those of others. Talk about my answers to the questions about myself; 'What's my name? Who are my family? What is important to me?' Describe some aspects of belonging for myself and for others – my special places – home and nursery. Only some people celebrate Christmas, Easter and Eid.	Special House Home Candles Birthday cake Party Cross Jesus God Diwali Christian Muslim Christmas Easter Angel Three Kings Rama Sita Example ARE vocabulary- **I can say...** "It's a cross. Jesus died. Some people don't eat. (Ramadan – daylight hours) Baby Jesus was born."

Reception

Substantive knowledge - Content and concepts	Disciplinary knowledge – Ways of knowing and personal knowledge	Vocabulary
To understand some key religious festivals and some of the celebrations involved. Recognise some objects/symbols/buildings linked to Christianity. Name three religious celebrations. Know that people have differences and similarities. To know key events in the Nativity story. To know key events in the Easter story. To make simple comparisons between two celebrations.	Think and talk about my big days and those of others. Talk about my answers to the question 'Who am I?' Describe some aspects of belonging for myself and for others – community. Only some people go to church. (There are other religions – children will have met the Imam of the Mosque who will discuss his life). **Talk like a Theologian** "I like/dislike"	Special Sutton Hill / Telford Celebrate Candles Birthday cake Wedding/Married Cross Jesus God Diwali Christening Christian Baptism Christmas Easter Church Example ARE vocabulary- **I can say...** "The church has a cross... Mary was baby Jesus' mom... Jesus died on the cross... They put nails in his hands." Making some links with symbol of the cross.

Concepts common to ourselves, humanity and many faiths

Substantive vocabula

Year 1

Substantive knowledge – Content and concepts	Disciplinary knowledge – Ways of knowing and personal knowledge	Vocabulary
To know and recount a simple outline of the Christian creation story To know that stories from the Bible matter to Christian and Jewish people. To understand and use religious or spiritual vocabulary such as God, Bible, Torah, creation Make a link between our behaviour and how the world is cared for or spoiled	Recognise puzzling and mysterious questions about how the world began Link up believing in a creation story with an idea about how to look after the world Talk about big questions and thoughts to do with creation stories Ask some big questions of my own about where we come from and why we live on such a beautiful earth **Talk like a Theologian**	Community Beliefs Faith Puzzles Mysteries Questions Giving thanks Creation Responsibilities Pray Holy Sacred Light Dark Earth Creature Life God Beginning Example ARE vocabulary- **I can say...** "Mosques all look different. Some can have tall minarets and beautiful shapes. There will be the Qur'an in the mosque."

To understand why the symbol of Christianity is a cross. To know Christian and Islamic building names, properties and start to understand worship within the buildings.	"I wonder..." "Some people do..."	Unit A Bible Scrolls Torah Font Mosque Christianity Judaism Jewish Menorah Minarets	Unit B Qur'an Bible Testament Prophet Muhammad Islam	Unit C	Unit D Judaism Synagogue Hanukkah

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Substantive vocabulary

Year 2

Substantive knowledge – Content and concepts	Disciplinary knowledge – Ways of knowing and personal knowledge	Vocabulary
Recount the outline of a religious story. Identify some key religious symbols and some symbolic actions in a religious context. To know and discuss the feelings that go with being special and being different. Talk about some of the beliefs that underpin these symbols.	Talk about the people in religious stories and how they might have felt. Identify aspects of their own experience or something that matters to them in religious stories or sayings. Identify the feelings that go with being special and being different. Demonstrate respect and understanding when listening to others' beliefs.	Respect Belonging Symbols Holy Moral Religious Unique Importance Annual Symbol Symbolism Worship Non-religious Devotion Example ARE vocabulary- **I can say...** "Symbols are about belonging to a group; it might be religious or non-religious. A symbol of Islam is the crescent and star."

To define the word devotion and understand it's significance to religion. Identify and explain a link between Christianity and Islam. To name some holy texts. To name elements of 'The Trinity' and discuss the importance to Christians.	To know there are differences in belief between Christian denominations and individuals. Explore some holy texts. **Talk like a Theologian** "The moral of the story is..." "I think..." "Many Muslims/Christians/Jews..." (practises) "Most Muslims/Christians/Jews..." "Some Muslims/Christians/Jews..."	Unit A Shabbat Purim Kippah	Unit B Dove Sikh Kara Kirpan Ik Onkar Khanda Chakram Crucifix Crown of thorns Crescent and star Om Star of David Wheel of Dharma	Unit C Surah Scriptures Prilgrimage Eid al-Fitr Ramadan Fasting	Unit D Wudu Ka'baa

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Substantive vocabulary

Year 3

Substantive knowledge – Content and concepts	Disciplinary knowledge – Ways of knowing and personal knowledge	Vocabulary

Retell a religious story and indicate the meaning it has for religious believers Use some religious words and phrases to describe the ways a Christian and Jew might practise their faith at home To understand different dharmic religions have different reasons for celebrating Diwali To know Hindu and Sikh holy texts and buildings To understand connotations of dharma and the wheel of dharma To begin to understand the Abrahamic Covenant meant an agreement - a relationship of commitment between God and his people	Understand the way that some people make a response to God by caring Respond sensitively to religious and spiritual music Respond sensitively to stories about caring and being cared for Suggest meanings in stories and songs about caring Ask some questions about the Christian and Jewish religions and describe their effect on people's lives using substantive vocabulary. Explore the mosque Think about how we care about others **Talk like a Theologian** "I agree/disagree with... as..." "Overall I think that..."	Commitment Soul Festivals Shrine Followers Ritual Leaders Generosity Journey Eternal life Guidance Example ARE vocabulary- **I can say...** "Most Muslims commit to practicing the 5 pillars of Islam in their lives. They are important to Muslims."

Unit A	Unit B	Unit C	Unit D
Aum Mandir Rama Sita Hanuman Lakshmi Ramayana Karma	Granthi Guru Sewa Gospel Hadith	Miracle Rabbi Vicar Reverend Ministers Monk Pope Saint Parable	Adhan The Five Pillars: Shahadah, Salah, Zakah, Sawm, Hajj River Ganges, Pyre Imam

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Substantive vocabulary

Year 4

<table>
<tr><th>Substantive knowledge – Content and concepts</th><th>Disciplinary knowledge – Ways of knowing and personal knowledge</th><th colspan="4">Vocabulary</th></tr>
<tr><td rowspan="2">To name a few religious buildings and the religion they are important to

Describe similarities and differences between two religious buildings

Describe the creation stories of Seven Days and of the Garden of Eden, as told by Jews and Christians and some beliefs that come from them

To identify features of particular religious buildings

To know the meaning of Abrahamic and Dharmic religions.

To know the Abrahamic Covenant meant an agreement - a relationship of commitment between God and his people</td><td rowspan="2">Question whether a place needs to be religious to be 'sacred'

Explore what kind of sacred space would inspire us

Identify the impact that religion has on people's lives by talking about the beliefs that come from these stories, and how a believer might respond to the stories.

Ask and consider important questions about the beauty of the Earth for themselves.

Talk like a Theologian
"This teaches that..."
"Many Muslims/Christians/Jews believe..."
"Most Muslims/Christians/Jews believe..."
"Some Muslims/Christians/Jews believe..."</td><td colspan="4">Darwin Theory
Spiritual Identity
Peace Betrayal
Inspiration Choice
Wonder Duty

Example ARE vocabulary-
I can say... "Most Muslims believe that they have a duty to take the pilgrimage to Mecca in their lifetime. This is one of the 5 pillars of Islam."</td></tr>
<tr><td>Unit A
Church - altar, lectern, font, pulpit)
Mosque - mihrab, minaret, qubba, minbar, wadu
Gurdwara - manji sahib, langar, chaur, rumala</td><td>Unit B
Mezuzah
Genesis</td><td>Dharmic
Abrahamic
Moksha,
Reincarnation,
Bhagavad Gita</td><td>Unit D
Ramadan
Eid Ul Fitr</td></tr>
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Concepts common to ourselves, humanity and many faiths

Substantive vocabulary

Year 5

<table>
<tr><th>Substantive knowledge – Content and concepts</th><th>Disciplinary knowledge – Ways of knowing</th><th colspan="4">Vocabulary</th></tr>
<tr><td rowspan="2">To identify which religions are Abrahamic and which are Dharmic, understanding what identifies them

Identify connections between Abrahamic religions

Identify connections between Dharmic religions

To know a theist believes there is a God, an atheist believes there is no God, an agnostic is unsure if there is a God or not.

To understand and use the key vocabulary

To understand the order different world religions came to being. Articulate the oldest/newest 'popular' religions

Discuss Sewa and other religious and non-religious service or charity</td><td rowspan="2">To reflect on temptation and own moral codes/values

To research how religions have impacted the world we live in and daily life

To gain knowledge from religious visits

To engage in discussion about humanist, agnostic, atheist and theist beliefs with respect, scholarly knowledge and critical thinking skills

Talk like a theologian
"Some people agree/disagree with... as..."
"Many Muslims/Christians/Jews believe..."
"Most Muslims/Christians/Jews believe..."
"Some Muslims/Christians/Jews believe..."
... And link to practises of that religion.</td><td colspan="4">Values Dilemma
Temptation Resist
Right Wrong
Forgiveness Duty
Generosity Atonement
Submission Meditation
Integrity Reciprocity
Consequences Theist
Atheist Agnostic

Example ARE vocabulary-
I can say... "Islam is an Abrahamic religion. I know that because the Qur'an talks about Abraham and so does the Imam from the mosque. Christians believe God spoke to Abraham too."</td></tr>
<tr><td>Unit A
Shaytan
Stoning the Devil</td><td>Unit B
Sawm,
Rakah, Dua,
Al Fatihah
Simchat Yom
Almsgiving,
Zakat,
Ummah</td><td>Unit C</td><td>Unit D
Almsgiving
Ummah
Justice
Stewardship</td></tr>
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Concepts common to ourselves, humanity and many faiths

Substantive vocabulary

Year 6

Substantive knowledge – Content and concepts	Disciplinary knowledge – Ways of knowing	Vocabulary
To identify and articulate connections and differences within Abrahamic religions To identify and articulate connections and differences within Dharmic religions To use religious vocabulary when engaging in discussion To understand the concept of natural selection and evolution, and how this differs from creation stories	Suggest varied answers to questions about meaning and purpose in the wisdom of the religions studied Research the religious make up of Telford and their own community To find out about the places of worship within Telford Apply ideas of my own to understanding wisdom from different religions To discuss with scholarly accuracy and employ critical thinking skills	Reflection Expression Art Vision Dreams Tolerance Sensitivity Respect Acceptance Example ARE vocabulary- **I can say...** "Muslims believe that there is no god but God (Allah), but Sikhs believe that they have a duty to protect religious freedoms. I wonder Islam is tolerant of other religious views. How can I find out?"

To know the religious make up of Telford and their own community To understand the national religious demographic To identify patterns in the global religious demographic	. To contemplate religion through art and how it reflects people's beliefs To explore the relations between science and religion To explore maps, statistics and patterns in religious populations **Talk like a Theologian** "I have noticed that… " "It is a view that…" "Some people agree / disagree with this belief, because…"	Unit A Covenant Atonement Precepts Enlightenment Commandments	Unit B Deity Omniscient Omnipresent Yahweh	Unit C Psalms	Unit D

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Substantive vocabulary