



Progression in Christianity knowledge of text -practice – living (Bible, Church, Life -not including additional units)

	End of EYFS Pupils will be able to:	End of KS1 Pupils will be able to:	End of LKS2 Pupils will be able to:	End UKS2 Pupils will be able to:
<b>Bible</b>	<p>Explain that the Bible is a special book for Christians.</p> <p>Recall details from a range of stories in the Bible including the story of creation, nativity and Easter story.</p> <p>Explain that God is a VIP to Christians, the creator of all and that Jesus was a special baby.</p> <p>Listen to some of the stories of Jesus such as the Good Samaritan or the Lost Coin.</p>	<p>Tell stories from the Bible and explain that a parable is a special story Jesus told.</p> <p>Remember the parable of the Lost sheep and begin to explain what it means to Christians.</p> <p>Recall that Jesus taught people how to pray in a special prayer called The Lord's Prayer.</p> <p>Describe how the Holy Spirit arrived at Pentecost as told in the Bible.</p> <p>Recognise that the meaning of Jesus' name was Saviour and retell parts of the Easter story.</p>	<p>Use a Bible to find chapter and verse where Jesus helps, saves or heals.</p> <p>Tell the story of the prodigal son and explain what it means to a Christian.</p> <p>Explain that Jesus is the King of God's Kingdom and describe what this Kingdom might look like.</p> <p>Describe how the Bible explains sin.</p> <p>Explain what the Great commission is and how the Holy Spirit strengthens Christians.</p>	<p>Articulate teachings from the Gospels and explain how these are good news for Christians.</p> <p>Use the Bible to explore who Jesus said he was.</p> <p>Describe some of the miracles and actions of Jesus which led to questions about his humanity and divinity.</p>
<b>Church and Community</b>	<p>Recall that Christians celebrate at Harvest and Christmas which is Jesus' birthday.</p> <p>Know that Christians say thank you to God for our wonderful world.</p> <p>Know that Christians say prayers to God.</p>	<p>Remember some of the events which happen at a baby's baptism.</p> <p>Know Christians worship God by singing.</p> <p>Remember that Christians celebrate the Holy Spirit and birthday of the church at Pentecost.</p> <p>Remember the importance of advent.</p> <p>Know that Christians say special words at Church and recall some of these.</p>	<p>Explain the role of confession for some Christians around the world.</p> <p>Describe what The Lord's Prayer teaches about the Kingdom of God.</p> <p>Give examples of different worship songs and what they celebrate about God and Jesus as Saviour of the world.</p> <p>Describe how Pentecost is celebrated and acknowledged in church.</p>	<p>Explain how Jesus' divinity is recognised in different ways including in buildings, doctrines and creed.</p> <p>Explain what the Holy communion service means to Christians.</p> <p>Explain and give examples of how Christians believe through Jesus, God understands what it is like to be human.</p>
<b>Christian Life</b>	<p>Remember that Christians help other people like Jesus did.</p> <p>Explain that Christians believe we should care for the world.</p> <p>Know that Christians sing songs about how special Jesus was and give presents as a reminder that Jesus was the best present ever.</p> <p>Remember the golden rule.</p>	<p>Know Christians welcome everyone into God's family.</p> <p>Know Christians pray together at church.</p> <p>Know God works within a Christian to grow Fruit of the spirit.</p> <p>Know Christians like to help others e.g. Helping the homeless</p> <p>That Easter eggs are a symbol for remembering Jesus.</p>	<p>Explain why Christians wear crosses.</p> <p>Describe why charity work is important to Christians as a way of growing God's kingdom.</p> <p>Recall some of the marks of mission.</p>	<p>Give examples of where the Bible talks about living thankfully.</p> <p>Explain how Jesus was Good news for some and bad news for others.</p> <p>Articulate how hope is important for Christians.</p>

Progression in Judaism knowledge of text -practice – living

	End of KS1 Pupils will be able to:	End of KS2 Pupils will be able to:
<b>Text/Narrative</b>	<p>Know that Jewish stories contain examples of Good deeds.</p> <p>Remember all, or parts of, the story of Ruth.</p> <p>Say at the end of the creation story God rested.</p> <p>Retell the story of Jonah and begin to talk about its possible meanings.</p> <p>Remember that the Torah is the most important book for Jewish people given by God. It was written down by a great leader called Moses.</p> <p>Recall some of the stories of Moses e.g. 10 commandments or his birth</p>	<p>Describe a part of the Exodus story</p> <p>Describe what Jewish people might learn from the stories of Noah or Abraham about a covenant with God.</p> <p>Explain what the burning bush story in Exodus teaches about holiness.</p>
<b>Community Practice</b>	<p>Know that Jewish people welcome babies into their community.</p> <p>Know that Jewish families have a day of rest every week.</p> <p>That at the start of Shabbat, a special meal, candles are lit and blessings said.</p> <p>Describe that for Jewish people new year is about saying sorry and making changes.</p> <p>Say that the Torah is kept in a synagogue or in a special ark.</p> <p>Know the Torah contains rules.</p>	<p>Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations.</p> <p>Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending.</p>
<b>Living</b>	<p>Know that Jewish people care for their world.</p> <p>Describe what some Jewish people wear when they pray.</p> <p>Describe what happens in a synagogue at Yom Kippur.</p> <p>Remember that a mezuzah contains important words for Jewish people (the Shema).</p> <p>Demonstrate how a mezuzah is used by Jewish people.</p>	<p>Explain what happens at Shavuot.</p> <p>Give examples of what the Torah says about living a holy life.</p>

## Progression in Hinduism knowledge of text -practice – living

End of KS2	
Pupils will be able to:	
<b>Text/Narrative</b>	<p>Begin to describe what Hindus might learn from one of the stories of the Panchatantra about living the right way.</p> <p>Describe what a Hindu might learn from the story of Rama and Sita.</p> <p>Understand that some Hindus read from the Gita every day for guidance, comfort and advice.</p> <p>Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts.</p>
<b>Community Practice</b>	<p>Explain that Hindus are encouraged to perform acts of selfless kindness.</p> <p>Describe some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali.</p> <p>Attempt to explain why Hindu children are encouraged to 'Be as Rama' or 'as Sita.'</p> <p>Express the importance role of devotion or those who follow the Bhakti pathway.</p> <p>Explain the different ways Hindus explain their ideas of God.</p>
<b>Living</b>	<p>Know that even Hindu children must learn to take responsibility for gathering good karma.</p> <p>Explain how belief in the Hindu God differs from that of monotheistic religions.</p> <p>List how belief in Brahman affects a Hindu's diet and their attitude to animals.</p> <p>Give examples of how Hindus express beliefs and feelings about Krishna.</p>

## Progression in Islam knowledge of text -practice – living

End of KS1		End of KS2	
Pupils will be able to:		Pupils will be able to:	
<b>Text/ Narrative</b>	<p>Recognise that the names 'Allah' and 'Muhammad' are important to Muslims.</p> <p>Suggest why the words of the Bismillah are important to Muslims.</p> <p>Tell a story about Muhammad and say what it teaches a Muslim about compassion.</p> <p>Recall some different names of Allah e.g. the doer of good, the generous, which show what a Muslim believes about God.</p>	<b>Text/ Narrative</b>	<p>Explain that Muslims respond to the call for prayer.</p> <p>Describe what a Muslim might learn from the story of Bilal and the first call to prayer.</p> <p>Describe Muslim belief in one God, the most important being in the universe, who they believe they should obey in every way. He is Allahu Akbar or 'God most great'</p> <p>Describe the Shahadah and know all Muslims everywhere recite the same words.</p> <p>Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life.</p> <p>Describe ways Muslims show respect towards the Qur'an and give reasons for this.</p> <p>Retell the story of how the Qur'an was revealed to Muhammad.</p> <p>Explain how the Kaaba or 'cube' reminds Muslims that there is only one God.</p>
<b>Community Practice</b>	<p>Use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan.</p>	<b>Community Practice</b>	<p>Describe some things Muslims do when they get ready for prayer and how the physical actions show submission to Allah.</p> <p>Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design.</p> <p>Know that a mosque in a Muslim place of worship.</p> <p>Describe some practices and experiences of Muslim children at a madrassah.</p> <p>Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others.</p> <p>Recall the Five Pillars of Islam and how the practice of each pillar makes a Muslim feel they belong to the 'ummah.'</p>
<b>Living</b>	<p>Recall how Muslims prepare for and celebrate Eid-ul-Fitr.</p>	<b>Living</b>	<p>Explain that saying the Bismillah reminds Muslims that Allah is involved in everything.</p> <p>Recall ways some Muslims celebrate Muhammad's birthday.</p> <p>Show how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.</p> <p>Make links that show how Muslim belief and practices come from the teachings of the Qur'an or from the Sunnah of the Prophet.</p> <p>Explain some key Muslim teachings about Tawheed or the one-ness of Allah.</p> <p>Describe the impact of Hajj on a Muslim.</p>

## Progression in Sikhism knowledge of text -practice – living

	<p><b>End of KS2</b></p> <p>Pupils will be able to:</p>
<b>Text/Narrative</b>	<p>Understand that Guru means teacher and the purpose of a Guru to share the light of God.</p> <p>Describe what a Sikh might learn from stories of Guru Nanak.</p> <p>Understand the significance of Ik Onkar as representing the Sikh belief in one god.</p> <p>Describe what Sikhs might learn about God or how to live from the story of Guru Amar Das and the Emperor.</p>
<b>Community Practice</b>	<p>Describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated.</p> <p>Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality.</p> <p>Describe how the names 'kaur' and 'singh' show the belief that all Sikhs are equal, valued and united.</p>
<b>Living</b>	<p>Understand how a Sikh will listen to the true Guru through chanting and meditating.</p> <p>Explain and describe the practice of the langar.</p>

## Progression in Buddhism knowledge of text -practice – living

	<p><b>End of KS2</b></p> <p>Pupils will be able to:</p>
<b>Text/Narrative</b>	<p>Retell the story of Buddha's enlightenment.</p> <p>Explain how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment.</p> <p>Explain Buddhist teachings including reference to the four noble truths.</p> <p>Show how Buddhists express their belief that the Buddha is a refuge and guide by referring to the story of Angulimala.</p>
<b>Community Practice</b>	<p>Use the right religious words to describe different practices of Buddhists in search of enlightenment on the Eightfold Path.</p> <p>Describe the Eightfold Path as techniques for overcoming suffering.</p> <p>Explain how the Buddha's teachings (dharma) help Buddhists journey along the path.</p>
<b>Living</b>	<p>Describe the use and importance of stillness and meditation.</p> <p>Evaluate the role of the Buddhist community.</p> <p>Use the right religious words to describe the practices and experiences of Buddhists belonging to the Sangha, both lay and monastic.</p> <p>Explain how members of the Sangha support each other at the festival of Wesak.</p>

## RE Vocabulary Progression

	EYFS	KS1	LKS 2	UKS2
Christianity	God, Jesus, Mary, Joseph, Bethlehem, Heaven, Nativity, awesome, precious treasure, creation, special, holy, rescue, parable, hero, believe, followers, cross, symbol, Easter Creation, Incarnation, Salvation	Baptism, belonging, parables, stories, prayer/worship, holy spirit, Pentecost, saviour, resurrection, disciple, trust	Reconciliation, forgiveness, Sacrifice, Symbol, commitment, Kingdom of God, Saviour, Mission, Holy Spirit	Gospel, Eucharist, Incarnate, divine, Holy Trinity, Resurrection, afterlife
Judaism		Jewish, mitzvah, Tikum Olam, Tzedakah box, Sukkah, Shabbat, Kippah, Synagogue, Tallit, Havdalah ceremony, Rosh Hashanah, Shofar, Yom Kippur, Simchat Torah, Torah, Bimah, Synagogue, Mezuzah, Moses, Holy Ark (Aron Kodesh), Hebrew	Exodus, Passover, Seder, Shavout, Omer	Ner Tamid, Shabbat, Bar mitvah, Bat Mitvah
Buddhism				Buddha, Dharma, Sangha, Triple Gem, Five Moral Precepts, Wesak, Enlightenment, Eightfold path, Dharma Wheel, Four noble truths, Meditation
Sikhism			Singh, Kaur, Langar, Patkah, Gurdwara, Sikhism, Sikh, Guru, Guru Nanak, Guru Granth Sahib, Waheguru	
Islam		Qur'an, Muhammad, Allah, Arabic, Compassionate, Islam	Submission, Bismillah, Salat, Adhan, Muezzin, Muslim, Prophet, Mosque, Muhammad, Shahadah	Tawhid, Ummah, Kaaba, Hajj, Revelation, Madrassah, Cave Hira, Hafiz
Hinduism			Dharma, Raksha, Bandhan, Murti, Diwali, Divas,,Hinduism, Hindu, Karma, Moksha, Samsara, Reincarnation, Soul	Brahman, Atman, Deities, Ahimsa, Moksha, Samsara, Yogas, Krishna, Gita, Bhakti, Janmashtami
Humanism				Humanist, Agnostic, Atheist, Secularist

Community, Responsibility, Endeavour, Confidence, Curiosity, Grace

**Massive Minds, Huge Hearts, Guided by God**

*“Like a tree, planted by streams of water, in all that we do, we will prosper”*