



Nash Mills CofE Primary School Curriculum Progression Document RE

Skills

Knowledge

Vocabulary

Key Questions

In Religious Education, we know that the curriculum planned for pupils is appropriate, targeted and clearly sequences as it is planned using this progression document, which ensures that pupils receive a curriculum offer which allows all learners to have:

- An outstanding level of religious understanding and knowledge across a range of religions.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- The opportunity to participate in a range of school visits and exposure to visitors that allow them to see and hear interesting and differing views.

Our learning intent is based on three strands:

- Pupils are exposed to specific skills, taken from the Hertfordshire Agreed Syllabus, which permeate through different topics studies. These are mapped on the first progression grid.
- Pupils learn about Christianity, largely using the Understanding Christianity resource and about other world religions, largely using the Discovery RE resource. This knowledge is mapped onto the second grid and is supplemented with key questions from the Hertfordshire 'Religion for Today and Tomorrow' document, which supports pupils to think more deeply about some aspects.
- Vocabulary – the development of vocabulary is also a key focus within our school intent. The third progression document shows how this will be exposed to pupils at different times,

Progression of Skills based on SACRE Agreed Syllabus								
	Beliefs and Practices	Sources of Wisdom	Symbols and Actions	Prayer, Worship and Reflection	Identity and Belonging	Ultimate Questions	Human responsibility and values	Justice and Fairness
Nursery	Be able to explore different ways of living, including beliefs and festivals	Listen and respond to religious stories	Communicate about people, places and religious symbols and artefacts	Communicate through talk or gesture about prayer. Experience periods of stillness and reflection	Show awareness of things and people that matter to them and link this to learning in Religious Education	Use imagination and curiosity to develop their wonder of the world and ask questions about it	Explore how people show concern for each other and the world around them	Understand what is right, wrong and fair
Reception								
Year 1	Give at least three examples of different beliefs and practices, including festivals and worship	Retell and suggest meanings to some religious and moral stories	Give at least three examples of symbols and actions explaining how and why they express religious meaning	Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection	Talk with others about how groups express who they are and how individuals belong to communities, including faith groups.	Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions	Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this	Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair
Year 2	Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them	Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come	Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities	Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection	Talk with others about how groups express who they are and how individuals belong to communities, including faith groups. Describe what a leader does and why	Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions	Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this	Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair
Year 3	Describe, make connections and reflect on some religious beliefs and practices studied,	Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems,	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal)	Describe why and where worshippers connect to prayer and worship. Participate in	Show an understanding of some of the challenges individuals face when belonging to a faith	Respond to a range of challenging 'if' and 'why' questions about making sense of the	Illustrate how diverse communities can live together respectfully sharing the same	Consider and discuss questions on matters that are important in the world including choices



Nash Mills CofE Primary School
Curriculum Progression Document
RE

Skills

Knowledge

Vocabulary

Key Questions

	including how celebrations and key moments in life are marked	hymns, prayers and artefacts. Develop an understanding of the impact on individual believers	can communicate meaning to individual followers.	periods of stillness and quiet thought and where appropriate express personal reflections	community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders	world, expressing personal reflections	important values and sense of responsibility	about what is right and what is wrong
Year 4	Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked	Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities	Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections	Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections	Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong
Year 5	Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary	Begin to show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers	Compare how and why a range of beliefs expression and actions communicate different meanings to individuals within communities. Identify and describe similarities and differences between and within communities	Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces	Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives	Present a range of views and answers to challenging questions about belonging, meaning and truth.	Begin to explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief	Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices
Year 6	Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities	Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers	Compare how and why a range of beliefs expression and actions communicate different meanings to individuals within communities. Identify and describe similarities and differences between and within communities	Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces	Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives	Present a range of views and answers to challenging questions about belonging, meaning and truth	Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief	Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices



Nash Mills CofE Primary School
Curriculum Progression Document
RE

Skills

Knowledge

Vocabulary

Key Questions

Progression of Knowledge and Skills about Christianity (based on the Understanding Christianity Resource)

Christians believe that...

	God	Creation/Fall	People of God	Incarnation	Gospel	Salvation	Kingdom of God
Nursery and Reception	<p>The word God is a name.</p> <p>He is important to Christians. They respect His name.</p> <p>Who is God?</p> <p>Where is God?</p> <p>If you could ask God one question, what would it be?</p> <p>Explore themes from the Spirited Arts competition (www.natre.org.uk)</p>	<p>Christians believe God is the creator of the universe.</p> <p>Christians believe God is the creator of the universe.</p> <p>Christians believe God made our wonderful world so we should look after it.</p> <p>I wonder what happened before the story started?</p> <p>What makes the world so wonderful?</p>		<p>Christians believe God came to Earth in human form as Jesus.</p> <p>Christians believe Jesus came to show that all people are precious and special to God.</p>		<p>Christians remember Jesus' last week at Easter (before he died and rose again).</p> <p>Jesus name means He saves and Saviour means rescuer. Christians believe Jesus came to show God's love.</p> <p>Christians to show love to others.</p> <p>Why light a candle?</p> <p>Why give/receive eggs at Easter?</p>	
Year 1 and Year 2	<p>Christians believe in God and they find out about him in the Bible.</p> <p>Christians believe God is loving, kind, fair and also Lord and King.</p> <p>There are stories that show this.</p> <p>Christians worship God and try to live in ways that please him.</p> <p>Explore themes from the Spirited Arts competition (www.natre.org.uk)</p>	<p>God created the universe.</p> <p>The earth and everything in it are important to God.</p> <p>God has a unique relationship with human beings as their creator and sustainer.</p> <p>Humans should care for the world because it belongs to God.</p>		<p>Christian believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>The Bible points out that his birth was extraordinary (e.g he is worshipped as a king, in Matthew) and that he came to bring good news (e.g to the poor, in Luke).</p> <p>Christians celebrate Jesus birth, and Advent is a time for getting ready for Jesus' coming.</p>	<p>Christians believe that Jesus brings good news includes being loved by God and being forgiven for bad things.</p> <p>Christians believe Jesus is a friend to the poor and friendless.</p> <p>Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	<p>Easter is very important in the big story of the Bible.</p> <p>Jesus showed that he was willing to forgive all people, even for putting him on the cross.</p> <p>Christians believe Jesus builds a bridge between God and Humans.</p> <p>Christians believe Jesus rose from the dead giving hope of a new life.</p>	



Nash Mills CofE Primary School
Curriculum Progression Document
RE

Skills

Knowledge

Vocabulary

Key Questions

	<p>If we are made in the image of God, why are we all so different?</p> <p>Why do some people thank and praise God?</p> <p>Why do Christians all over the world pray 'The Lord's Prayer'?</p>				<p>Why is Jesus so important to Christians?</p> <p>How might stories and parables that Jesus told influence the behaviour of Christians?</p> <p>How do we know how and when to be good?</p>	<p>What might heaven be like?</p>	
<p>Year 3 and Year 4</p>	<p>What might God want to say to the human race?</p> <p>Who would God want to meet, or maybe share a meal with</p> <p>Explore themes from the Spirited Arts competition (www.natre.org.uk)</p>	<p>God the Creator cares for the creation, including human beings.</p> <p>As human beings are part of God's good creation, they do best when they listen to God.</p> <p>The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').</p> <p>This means that humans cannot get close to God without God's help.</p> <p>The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.</p> <p>Christians show that they want to be close to God too, through obedience and worship, which</p>	<p>The Old Testament tells the story of a particular group of people, the children of Israel – the People of God – and their relationship with God.</p> <p>The People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>They believe he promises to stay with them, and Bible stories show how God keeps his promises.</p> <p>The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God.</p> <p>Christians believe that, through Jesus, all people can become the People of God.</p> <p>What is it like to follow God?</p>	<p>Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</p> <p>Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief.</p> <p>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p> <p>Pupils describe spiritual ways of celebrating different festivals and reflect on the reasons why some people value such celebrations very highly, but others not at all</p> <p>Consider what is significant about myrrh in the events of</p>	<p>Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.</p> <p>Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people.</p> <p>Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour.</p> <p>Christians try to be like Jesus – they want to know him better and better.</p> <p>Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p> <p>What kind of world did Jesus want?</p>	<p>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p>The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</p> <p>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p>Christians remember and celebrate Jesus' last week, death and resurrection.</p> <p>Which is more important for Christians: Christmas or Easter?</p> <p>Why do Christians call the day Jesus died Good Friday?</p>	<p>Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</p> <p>Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him.</p> <p>Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible kingdom visible by living lives that reflect the love of God.</p> <p>Christians celebrate Pentecost as the beginning of the Church.</p> <p>Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</p>



Nash Mills CofE Primary School
Curriculum Progression Document
RE

Skills

Knowledge

Vocabulary

Key Questions

		<p>includes saying sorry for falling short.</p> <p>What do Christians learn from the Creation story?</p>		<p>Christmas and Easter. Pupils consider why this was an important gift and how it relates to events in the Christmas and Easter stories</p> <p>What is the Trinity?</p>			<p>When Jesus left what was the impact of Pentecost?</p>
<p>Year 5 and Year 6</p>	<p>Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace.</p> <p>Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.</p> <p>Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</p> <p>Christians believe getting to know God is like getting to know a person rather than learning information.</p> <p>What does it mean if God is holy and loving started and can they all be true?</p>	<p>There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</p> <p>These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts?</p> <p>There are many scientists through history and now who are Christians.</p> <p>The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>	<p>The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</p> <p>The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</p> <p>Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</p> <p>Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world.</p>	<p>Jesus was Jewish.</p> <p>Christians believe Jesus is God in the flesh.</p> <p>They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</p> <p>The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</p> <p>Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</p> <p>Christians see Jesus as their Saviour (see Salvation).</p> <p>What is the difference between the sacred and secular Christmas?</p>	<p>Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</p> <p>Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</p> <p>Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God).</p> <p>Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the</p>	<p>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <p>The Gospels give accounts of Jesus' death and resurrection.</p> <p>The New Testament says that Jesus' death was somehow 'for us'.</p> <p>Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.</p> <p>Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</p> <p>Christians believe that Jesus inaugurated the 'Kingdom</p>	<p>Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p>The parables suggest that there will be a future Kingdom, where God's reign will be complete.</p> <p>The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</p> <p>Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p> <p>'Christians don't go to church; Christians are the church.' What does this mean?</p> <p>Do Christians need to worship in a Church to connect with God?</p>



Nash Mills CofE Primary School
Curriculum Progression Document
RE

Skills

Knowledge

Vocabulary

Key Questions

	<p>'Creation and science.' Contradictory or complementary?</p> <p>So what is God's plan?</p> <p>Explore themes from the Spirited Arts competition (www.natre.org.uk)</p>		<p>How can following God bring freedom and justice?</p>	<p>Was Jesus the Messiah?</p> <p>Why do Christians celebrate the same thing in different ways? For example, The Last Supper, baptism</p>	<p>local, national and global community</p> <p>What would Jesus do?</p> <p>How does the work of a Christian charity link with the life and teaching of Jesus?</p>	<p>of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven').</p> <p>Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him.</p> <p>Christians celebrate Pentecost as the beginning of the Church.</p> <p>What are the foundations of the Eucharist?</p> <p>What did Jesus do to save human beings?</p>	
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Nash Mills CofE Primary School
Curriculum Progression Document
RE

Skills

Knowledge

Vocabulary

Key Questions

Progression of Knowledge and Skills about other World Faith (based on the Discovery RE Resource)						
	Islam	Hinduism	Sikhism	Judaism	Buddhism	Humanism
Nursery and Reception	<p>Know about Chinese and Persian New Year and Holi, and how people celebrate.</p> <p>Know that Christians worship in churches, Muslims in mosques and Jewish people in synagogues and know some key places and practices.</p> <p>Know about the seasons and how we might reflect on the different times.</p> <p>Know the importance of family and different people around them.</p> <p>Know that they are all special in different ways.</p> <p>Know that we all need certain things.</p> <p>Know how to look after others in their families and communities</p> <p>Know the term role model</p>		<p>What are the similarities and differences between different people's joyous occasions?</p> <p>What is the best gift we can give?</p> <p>Why is it important to experience times of quiet?</p> <p>Why do some people pray?</p> <p>What do religious leaders do?</p> <p>What makes every single person unique and precious?</p> <p>What promises do people make to one another?</p> <p>What are the good and bad ways of treating the world?</p> <p>What are the kind and unkind ways of treating each other?</p>			
Year 1 and Year 2	<p>Explain what happens when Muslims complete Hajj</p> <p>Express an opinion about creation</p> <p>Talk about how the world got here.</p> <p>How do Jews and Muslims look after and read their holy and sacred book?</p> <p>Pupils find out why the Torah is read using a yad</p> <p>Why are some books called holy or sacred?</p>			<p>Talk about how Jewish people celebrate the Shabbat.</p> <p>Talk about Jewish practises.</p> <p>Explore how Jewish people show commitment to God.</p> <p>Suggest the most and least important things Jewish people do that God asks them to do.</p> <p>How do some religious communities express their thankfulness for our world?</p> <p>How is light used in the Jewish festival of Hanukkah and/or the Hindu and Sikh festival of Diwali?</p> <p>What is Sukkot and how is it celebrated?</p> <p>Design and build a Sukkah (outside if possible),</p>		
Year 3 and Year 4		<p>Explain how Diwali might bring a sense of belonging to Hindus.</p> <p>Explain how Hindus celebrate Diwali and start to explain how people feel at Diwali.</p>	<p>Understand why Sikhs would join the Khalsa. Explore the reasons why Sikhs believe joining the Khalsa makes them a better Sikh.</p> <p>Explore different ways in which Sikhs share.</p>	<p>Jews believe that there is only one God that they have a personal relationship with.</p> <p>Know about Jewish history – story of Abraham and Isaac</p>	<p>Explore Buddhist practices</p> <p>Know about Buddhists history</p> <p>Explore how Buddhists try to lead a good life.</p> <p>Explain why a Buddhist person will follow the Noble Eightfold path</p>	



Nash Mills CofE Primary School
Curriculum Progression Document
RE

Skills

Knowledge

Vocabulary

Key Questions

		<p>Understand that for Hindus Brahman is in everything and that Brahman takes on different forms.</p> <p>Explore how Hindu's show their commitment to God</p> <p>What can stories and images of deities teach us about Hindu beliefs?</p> <p>How do some Hindus build their relationship with a specific deity (god or goddesses)?</p> <p>Pupils discover how celebrating Hindu Diwali or Sikh Bandi Chor Divas brings their community together and expresses their commitment</p>	<p>Explore how Sikhs show their commitment to God</p> <p>Begin to tell you if I think sharing is important to Sikhs or not.</p> <p>Tell you how Sikhs might express their special relationship with God.</p> <p>How do many Sikh communities welcome new babies? What is the significance of the Guru Granth Sahib, Karah Parshad, honey and other traditions when a Sikh baby is born?</p> <p>Explore the tradition of naming Sikh boys Singh (lion) and Sikh girls Kaur (princess)</p>	<p>To Know about the significance of the 10 commandments</p> <p>To know how a synagogue is designed to support Jewish teaching. Including the location of the Torah and mezuzah.</p> <p>Is prayer only possible in a sacred place? Why do some believers need to go to a place of worship to pray?</p> <p>Who are key figures in the Jewish religion? Why are they regarded as sources of wisdom?</p> <p>Why and how is the Torah considered a cherished source of wisdom and guidance for living?</p> <p>The Shema, a prayer central to Judaism, means 'listen.' What might it ask Jews to hear?</p> <p>Explore how a mezuzah is a declaration of identity and faith</p> <p>What are the main Jewish groups represented in Britain?</p>	<p>Explore the importance of being happy to Buddhists.</p> <p>Explore the Buddhist belief of one God with many different aspects</p> <p>Explain how Buddhist teachings help Buddhists to lead a good life.</p> <p>What can stories and images of the Buddha tell us about the inspiration for Buddhist beliefs?</p> <p>How is the Dalai Lama a source of wisdom for many Buddhists?</p> <p>Why are the Buddha, the Dharma and the Sangha seen as the Three Jewels for some Buddhists?</p> <p>How and why do many Buddhists try to show compassion to all beings?</p> <p>Why is meditation and mindfulness so central to Buddhism?</p>	
<p>Year 5 and Year 6</p>	<p>Explore how Muslims show commitment to God.</p> <p>Know how Muslims try to live good lives</p> <p>Describe how Muslims might try to lead lives respectful to God.</p> <p>Explore how the Five Pillars guide and support many Muslims in their daily lives</p> <p>To know how Muslims consider and treat Allah.</p> <p>To know the Muslim view on poverty and how this relates to their religious belief.</p>	<p>Recognise what I think about some Hindu beliefs showing respect.</p> <p>Understand that for Hindus Brahman is in everything and that Brahman takes on different forms.</p> <p>To know what constitutes puja</p> <p>I know how Hinuds use prayers at different times of the day.</p> <p>To know that Hidus will go on pilgrimage to the river Ganges</p> <p>What are the most important Hindu deities (gods and goddesses)?</p> <p>Why do some people make pilgrimages? Pupils make</p>	<p>Know how the Sikh sacred texts are compiled and stored.</p> <p>To know the historical context of the Sikh faith and how it has come to be.</p> <p>To know some Sikh stories and their relevance on today's society</p> <p>Why is the place of the Langar a central part of Sikh life? Share the story of The Emperor and the Langar</p> <p>What does Hindu thought teach about equality? What does it say about differences, for example between people?</p>			<p>How do Humanists mark rites of passage: birth, marriage, death?</p> <p>If theological ideas such as God, prayer or life after death, are rejected how do people decide what is true? Where do non-religious people find answers to difficult questions?</p> <p>What does it mean to be human?</p>



Nash Mills CofE Primary School
Curriculum Progression Document
RE

Skills

Knowledge

Vocabulary

Key Questions

	<p>To know about the Muslim hajj and prayer rituals</p> <p>To understand the ideas around Akhirah</p> <p>What do Muslims believe about the origins and authority of the Qur'an?</p> <p>How does the life of Muhammad affect the lives of most Muslims today?</p> <p>Why might it be important to have personal heroes?</p>	<p>connections between, for example, the Kumbha Mela for Hindus, Hajj for Muslims, visiting the Golden Temple (Harimandir) at Amristar for Sikhs, and/or a journey to a sacred place</p> <p>Explore whether or not a place of pilgrimage needs to have a spiritual connection</p>				
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Progression of Vocabulary						
	Christianity	Islam	Hinduism	Sikhism	Judaism	Buddhism
Nursery	Bible, Christmas, Church, Easter, God, Harvest, Jesus, Prayer, Vicar,	Allah, Islam, Mosque, Muslim, Quran.	Diwali, , Hindu, Hinduism, , Pray, Rama, , Sita	Sikh, Sikhism	Synagogue: Ark, Kippah, Tallit, Torah Chanukah,	
Reception						
Year 1	Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship.	Allah, Islam, Mosque, Muslim, Prophet, Quran			Synagogue: Ark, Kippah, Torah Scrolls, Yad, Shabbat: Jewish Life: Chanukah, Dreidel, Maccabees, One God (YHWH), Purim, Rosh Hashanah	
Year 2	Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship.	Allah, Islam, Mosque, Muslim, Prophet, Quran			Synagogue: Ark, Kippah, Tallit, Torah Scrolls, Yad, Shabbat:, Wine, Jewish Life: Chanukah, Dreidel, Maccabees, One God (YHWH), Purim, Rosh Hashanah, Shofar.	
Year 3	Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, Lent, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Ten Commandments, Vicar, Worship.		Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship	Five K's , Gurdwara, Guru Granth Sahib, Kaur,Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban	Synagogue: Ark, Kippah, Menorah (Chanukiah), Star of David, Rabbi, Tallit, Torah Scrolls, Yad. Shabbat: Kiddush Cup (goblet), Kosher, Wine. Bar Mitzvah/Bat Mitzvah, Chanukah, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses,Pesach, Purim, Rosh Hashanah, Shofar,Sukkah (Booth), Yom Kippur	Buddha Monk Shrine Statue Mandala Thangka Meditation Karma



Nash Mills CofE Primary School
Curriculum Progression Document
RE

Skills

Knowledge

Vocabulary

Key Questions

Year 4	Baptism, Bible, Christ, Church, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Hymn, Jesus, New Testament, Old Testament, Parables, Prayer, Priest, Ten Commandments, Vicar, Worship.		Gods and goddesses, Hindu, Hinduism, Mandir, Pray, Shiva, Shrine, Worship	Synagogue: Torah Scrolls, Bar Mitzvah/Bat Mitzvah		
Year 5	Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship.	Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada	Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship			Buddha Monk Shrine Statue Mandala Thangka Meditation Karma
Year 6	Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, , Disciple, Easter, Faith, God, Grace, Harvest, Holy, Holy Spirit, Hymn, Jesus, Lent, Mass, Miracle, Prayer, Priest, Prophet, Psalm, Resurrection, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship.	Allah, Islam, Mosque, Muslim, Prophet, Quran.	Aum or Om, Brahman, Diwali, Gods and goddesses, Hindu, Hinduism, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship			