

Religious Education Curriculum 2025 2026

YR/1/2

Year R/1/2 Year A (25-26)	Religion	Wiltshire Agreed Syllabus Theme	Key Question (Unit Question)	Suggested Resource
Autumn 1	Christianity	Origins of the Universe and Responsibility for the Environment	Why is the story of Noah more than just a story?	Oak National Academy - Creation (Noah and the Rainbow)
Autumn 2	Christianity	The Journey of Life	How does the story of Christmas help Christians understand what God is like?	Understanding Christianity-Incarnation (Why does Christmas matter to Christians?)
Spring 1	Christianity / Islam	Views on the existence of God	What do Muslims believe about God?	Big Questions, Big Answers Investigating God p10-14
Spring 2 Easter Experience	Christianity	The nature of humanity	What makes every single person unique and precious	Emmanuel Project - People of God
Summer 1	Jewish Traditions	Global Issues	Why is learning to do good deeds so important to Jewish families?	Emmanuel Project
Summer 2	Humanism	Global Issues	What do different religious and non-religious worldviews say about how we should treat our environment?	Big Questions, Big Answers Investigating Worldviews p. 9-13

Year R/1/2 Year A (25-26)

	 Spiritual Opportunities for This Unit	 Spiritual Questions for This Unit
Autumn 1	Explore the moral choices in the story — Why did God choose Noah? What does it mean to live a good life? Discuss how the rainbow symbolises hope and new beginnings. Imagine the ark, the storm, and the animals — use creative arts, music, and drama. What would you take care of if you had to protect the world like Noah? Consider how Noah had to trust God, even when others didn't understand him. Have you ever felt something was really important to do, even if it was difficult?	Why do you think Noah was chosen to build the ark? Why do people need hope after something sad or difficult? What would it feel like to take care of so many animals? Why do you think Noah trusted God even when others didn't? What helps you keep going when things feel difficult? What does this story tell us about second chances or forgiveness? What could the story of Noah mean for us today?
Autumn 2	Encourage children to reflect on the wonder of the Christmas story — the birth of Jesus as something special. Encourage children to think about how they can show love and kindness to others. Help children feel connected to others by sharing how Christians worldwide celebrate the story of Jesus. Reflect on the gifts given in the Christmas story and encourage thankfulness for what they have. Provide opportunities for children to say a simple prayer or have a moment of quiet thinking about what Christmas means to them.	Who do you think God is in the Christmas story? How do you feel when you hear the Christmas story? What does the story tell us about God's love? Why do you think God sent Jesus as a baby? What can we learn about being kind and caring from the Christmas story? If you could give a gift to Jesus, what would it be and why? What does the story teach us about hope?
Spring 1	Encourage children to marvel at the idea of one God (Allah) who is caring and powerful. Invite questions about what it means to believe in someone they cannot see but feel close to. Foster respect for different beliefs about God and encourage children to appreciate diversity. Explore key qualities Muslims attribute to God, like compassion, mercy, and kindness. Provide opportunities for children to have quiet moments to think about what they believe/ what they feel about God. Invite them to say or think about a simple prayer or wish for kindness and care.	How do you think it feels to believe in someone you cannot see? What words would you use to describe God? How can we show kindness and mercy like God? How do you think believing in God makes people feel safe or happy? Can you think of ways people show they respect God? What do you think is special about God?
Spring 2	Children create "All About Me" posters or pebbles with drawings/symbols of what makes them special. Quiet time where children are invited to think: <i>What do I like about myself? What do others love about me?</i> Children pass on compliments or kind actions as part of a kindness challenge. Explore what different religions (e.g. Christianity, Islam, Sikhism) say about humans being made special or in God's image. Explore the meaning and stories behind children's names.	What makes <i>you</i> special? Why do you think no one else in the world is exactly like you? How does it feel to know you are one of a kind? Do you think everyone is special, even if they're very different from you? Why? How do you feel when someone makes you feel loved or important? What can we do to help others know they are precious too? What would the world be like if everyone was the same?
Summer 1	Encourage children to think about what it feels like to help someone and why doing good deeds matters. Invite them to consider how acts of kindness can change the world around them. Discuss values like <i>tzedakah</i> (charity), <i>chesed</i> (loving kindness), and justice that are central in Judaism. Help children understand how doing good deeds links to Jewish beliefs about being part of a community and serving God. Encourage children to imagine how others might feel when helped or cared for. Invite children to think about their own wishes for helping others.	What does it feel like to do something kind for someone else? Why do you think helping others is important in Jewish families? How can small good deeds make a big difference? How do you think doing good deeds connects people to their community? What kind things would you like to do for others? Why do you think people say doing good deeds is a way to show love and respect?
Summer 2	Take pupils outside for a "wonder walk" to notice and reflect on the beauty and detail in nature Provide quiet time for children to sit and think about what the Earth gives us and how we care for it. Discuss or role-play small actions that show care for the planet (e.g. picking up litter, planting a tree). Create a class thank-you circle where each child shares one thing from the environment they're thankful for. Let children create artwork or songs inspired by the world around them.	What makes the world so special or precious? How do you feel when you're in nature? Why do you think you feel that way? Is it ever okay to harm the environment? Why or why not? What would the world be like if no one looked after it? Do you think the world belongs to us, or do we belong to the world? How do different people show respect for the Earth?

Year R/1/2 Year B (26-27)	Religion	Wiltshire Agreed Syllabus Theme	Key Question (Unit Question)	Suggested Resource
Autumn 1	Christianity	Origins of the Universe and Responsibility for the Environment	How can we care for our wonderful world?	Emmanuel Project - Creation
Autumn 2	Christianity	The journey of life	Why does Christmas matter to Christians?	Understanding Christianity- Incarnation (Why does Christmas matter to Christians? Digging deeper)
Spring 1	Christianity / Islam	Views on the existence of God	How do Muslims show Allah loves and cares for people? (How do some Muslims show Allah is compassionate and merciful?)	Emmanuel Project
Spring 2	Christianity	Nature of humanity/ journey of life	What are the best symbols of Jesus' resurrection at Easter?	Emmanuel Project - Salvation
Summer 1	Jewish Traditions	Journey of life	Why is the Torah such a joy for the Jewish community?	Emmanuel Project
Summer 2	Humanism	Global Issues	What do humanists believe about making a difference?	RE Today- Exploring non-religious worldviews p.4-8

Year R/1/2 Year B (26-27)		
	 Spiritual Opportunities for This Unit	 Spiritual Questions for This Unit
Autumn 1		
Autumn 2		
Spring 1		
Spring 2		
Summer 1		
Summer 2		

Year R/1/2 Year C (27-28)	Religion	Wiltshire Agreed Syllabus Theme	Key Question (Unit Question)	Suggested Resource
Autumn 1	Christianity	Origins of the Universe and Responsibility for the Environment	The world: how do different people explain how it started?	Oak National Academy -
Autumn 2	Christianity	The Journey of Life	Jesus: why is he so important to Christians?	Oak National Academy- Incarnation
Spring 1	Christianity / Islam	The nature of humanity	Places of worship: what makes them sacred?	Oak National Academy/ RE today (What makes some places sacred to believers?)
Spring 2	Christianity	The nature of humanity/ journey of life	Why was Jesus given the name 'saviour'?	Emmanuel Project- Salvation
Summer 1	Jewish Traditions	Views on the existence of God	Why and how do people say sorry when they have done something wrong?	Big Questions, Big Answers Investigating Good and Evil p.4-8
Summer 2	Humanism	The nature of humanity/ Global issues	How can we live a good life and take care of the world and each other?	Unit based on 'Here we are' by Oliver Jeffers

Year R/1/2 Year C (27-28)

 **Spiritual Opportunities for This Unit**

 **Spiritual Questions for This Unit**

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

KS2

Year 3 Term	Religion	Wiltshire Agreed Syllabus Theme	Key Question (Unit Question)	Suggested Resource
Autumn 1	Christianity	Origins of the Universe and Responsibility for the Environment	How does the creation story shape Christian beliefs about God, humanity, and the world?	UC Creation / Fall - (What do Christians learn from the creation story? Digging Deeper)
Autumn 2	Christianity	Views on the existence of God	How do Christians understand the nature and significance of the Trinity?	UC Incarnation - (What is the trinity? Digging Deeper)
Spring 1	Christianity / Islam	The nature of humanity	Why do Muslims call Muhammad the 'Seal of the Prophets'?	Emmanuel Project
Spring 2	Christianity	The nature of humanity/ Journey of life	Why is Good Friday both a day of suffering and hope for Christians?	UC Salvation - (Why do Christians call the day Jesus died 'Good Friday'? Digging Deeper)
Summer 1	Sikh Traditions	Global Issues	How do Sikhs put their beliefs about equality into practice?	Emmanuel Project
Summer 2	Humanism	The Journey of Life	Can you live a good and happy life without believing in a God?	Oak National Academy (Lesson 1-5)

Year 3

	 Spiritual Opportunities for This Unit	 Spiritual Questions for This Unit
Autumn 1	Encourage children to reflect on the beauty and complexity of the natural world. Use nature walks, observing the sky, plants, or animals, linking to the idea of God as Creator. Provide quiet moments to think about how life began and the role humans play in caring for the earth. Light a candle to signify the beginning of creation and allow a few moments of silent reflection. Encourage pupils to consider what they are thankful for in the world and how they can care for it. Encourage imagining what it might have been like at different stages of creation. Explore how the belief that humans are made in God's image influences how Christians treat others and the environment. Discuss responsibility, kindness, and respect for life.	How do Christians show that they believe God is powerful, loving, or wise? What does it mean to be made in God's image? How should Christians treat other people and animals because of this belief? What responsibilities might humans have to care for the world? How can we see God's creation in our everyday life?
Autumn 2	Reflect on the mystery of one God in three persons (Father, Son, Holy Spirit). Use simple symbols (like a triangle or a shamrock) to spark awe and curiosity. Consider how the Trinity models loving relationships and community. Encourage pupils to think about their own relationships with family and friends. Use short prayers addressing each person of the Trinity. Give pupils a moment to reflect on how God is present in their lives in different ways.	What does the Trinity tell Christians about God's nature? Why do Christians believe the Trinity is important for understanding God's relationship with the world? How might the idea of the Trinity affect the way Christians live or treat others?
Spring 1	Reflect on how Muslims show respect for the Prophet Muhammad and the Qur'an. Consider the idea of honouring important figures and messages in one's own life. Explore how Muhammad's life provides guidance and role-modelling for Muslims. Invite pupils to think about people who inspire them and why. Reflect on the importance of listening to and learning from meaningful teachings. Discuss how messages can influence behaviour and decisions.	What does it mean that Muhammad is called the 'Seal of the Prophets'? Why is it important to Muslims that Muhammad received God's final revelation? How can the teachings of a prophet or role model influence the way people live?
Spring 2	Reflect on Jesus' suffering and what it teaches about sacrifice and love. Encourage pupils to consider times they have felt pain or seen others suffer. Explore the idea that suffering can lead to hope and new beginnings (link to Easter Sunday). Invite pupils to think about personal or communal situations where hope overcame despair. Offer quiet moments to reflect on forgiveness, love, and resilience. Use symbolic actions, such as lighting a candle, to mark reflection.	Why do Christians remember Jesus' suffering on Good Friday? How does the story of Good Friday give Christians hope? How might remembering Jesus' sacrifice influence the way Christians live or treat others?
Summer 1	Encourage pupils to think about how everyone should be treated equally, regardless of background. Use examples from school life to connect with Sikh beliefs. Explore the Sikh practice of seva (selfless service) and how it expresses equality. Invite pupils to consider ways they can help others in school or the local community. Reflect on the importance of including everyone and standing against unfairness. Discuss times pupils have experienced inclusion or exclusion and how it felt.	How do Sikhs show that everyone is equal? Why is seva (selfless service) important in putting beliefs about equality into practice? How can we show equality and fairness in our own lives?
Summer 2	Encourage pupils to think about what makes life meaningful and how people decide right from wrong. Explore how happiness and goodness can come from choices, relationships, and actions. Consider how different people find purpose and joy in life, with or without religious belief. Reflect on the experiences of others and what contributes to a fulfilled life. Invite pupils to think about what makes them happy and how they can live well. Discuss how personal values guide behaviour and relationships.	What makes a life "good" or "happy"? Can people be kind, fair, and happy without believing in God? How? What values or actions are important to living a good life?

Year 4 Term	Religion	Wiltshire Agreed Syllabus Theme	Key Question	Suggested Resource
Autumn 1	Christianity	Origins of the Universe and Responsibility for the Environment	Can you follow Jesus by playing football and planting trees?	RE today- exploring Christian Worldviews
Autumn 2	Christianity	The nature of humanity/ Journey of life	What kind of world did Jesus want?	UC- Gospel
Spring 1	Christianity / Islam	The nature of humanity	How does the Qur'an influence Muslims today?	Discovery RE
Spring 2	Christianity	The nature of humanity/ Journey of life	Is the cross and symbol of love, sacrifice or commitment for Christian?	Emmanuel Project - Salvation
Summer 1	Sikh Traditions	Global Issues	How do Sikhs put their beliefs about equality into practice?	Emmanuel Project
Summer 2	Humanism	The Journey of Life	Can you live a good and happy life without believing in a God?	Oak National Academy (Lesson 1-5)

Year 4

	 Spiritual Opportunities for This Unit	 Spiritual Questions for This Unit
Autumn 1	Reflect on how following Jesus is not only about church or prayer, but also about actions in everyday life. Explore examples of kindness, care for creation, and teamwork. Consider caring for the environment (planting trees) as an expression of love and respect for God's creation. Discuss how everyday activities can reflect Christian values. Invite pupils to think about what it means to live a life guided by Jesus' teachings in the things they enjoy or do every day.	How can playing football or planting trees be a way of following Jesus? What everyday actions show love, kindness, or care for others and the world? How does living according to Christian values connect with our hobbies and responsibilities?
Autumn 2	Encourage pupils to think about fairness, compassion, and caring for others. Explore examples from Jesus' teachings, such as helping the poor or forgiving others. Invite pupils to imagine a world like the one Jesus described. Consider what actions could help create a more loving and just world today. Reflect on how treating others with respect and kindness can transform communities. Discuss how pupils can contribute positively to their own communities.	What does the Bible tell us about the world Jesus wanted? How would people live differently in a world like that? What can we do to make our world more like the one Jesus wanted?
Spring 1	Consider how the Qur'an provides guidance for daily life, choices, and behaviour. Reflect on the idea of living according to principles and moral values. Explore how Muslims treat the Qur'an with great respect and what that teaches about valuing sacred teachings. Consider how showing respect for important texts or beliefs can be part of everyday life. Think about how reading, listening to, or following the Qur'an helps Muslims feel connected to God and their community.	How does the Qur'an guide Muslims in their everyday lives? Why is the Qur'an treated with respect? How might following the teachings of the Qur'an affect the way Muslims live and treat others?
Spring 2	Encourage pupils to think about how Jesus' death shows love and sacrifice. Connect to times when they or others have shown care or made sacrifices for someone. Reflect on how Christians live out their faith and commitment to God. Consider what commitment means in everyday life, for family, friends, or community. Explore how symbols, like the cross, carry deep meanings and can remind people of important values.	Why is the cross important to Christians? Does it show love, sacrifice, commitment, or all three? How? How can the ideas behind the cross influence the way Christians live today?
Summer 1	Invite pupils to think about times when they have seen or experienced fairness/unfairness. Link to Sikh teaching that everyone is equal before God. Explore seva (selfless service) and the langar (community kitchen) as lived-out equality. Encourage pupils to reflect on how helping others makes communities stronger. Consider what it feels like to be fully included and valued. Reflect on how pupils can practise equality in school and friendships.	Why do Sikhs believe everyone is equal before God? How does the langar show Sikh beliefs about equality in action? What can we do in our school or community to show equality and respect for others?
Summer 2	Invite pupils to think about what makes life feel "good" or "happy" for them personally. Encourage comparisons between religious and non-religious perspectives. Explore how people decide what is right or wrong, and how this guides their lives. Reflect on the importance of kindness, fairness, and respect, with or without belief in God. Encourage pupils to consider and respect different answers to the "big questions" about life.	What do you think makes a life good and happy? How might a Humanist answer that question? Do people need to believe in God to live kindly and fairly? Why or why not?

Year 5 Term	Religion	Wiltshire Agreed Syllabus Theme	Key Question	Suggested Resource
Autumn 1	Christianity	Origins of the Universe and Responsibility for the Environment	Creation and Science: Conflicting or complementary	UC- Creation
Autumn 2	Christianity	Views on the existence of God	How do Christians understand Jesus as the Messiah?	UC Incarnation - (Was Jesus the Messiah? Digging Deeper)
Spring 1	Christianity / Islam	The nature of humanity/Views on the existence of God	How does Tawhid create a sense of belonging to the Muslim Community?	Emmanuel Project
Spring 2	Christianity	The journey of life	What do Christians believe Jesus did to save Human beings?	UC - Salvation
Summer 1	Hindu Dharma	The nature of humanity/ The journey of life	Living Peacefully: What Does Ahimsa Mean for Hindus?	Exploring Hindu worldviews p.27
Summer 2	Humanism	The journey of life	Why do Humanists say happiness is the goal of life?	Emmanuel Project

Year 5



Spiritual Opportunities for This Unit



Spiritual Questions for This Unit

Autumn 1

Encourage pupils to explore the natural world and the universe, noticing patterns, complexity, and beauty.
Reflect on how both science and religious stories can inspire awe and questions about life.
Consider how people seek understanding through different ways—faith, observation, and evidence.
Discuss how religion and science can offer different perspectives on the same questions.
Invite pupils to respect different viewpoints and think critically about ideas.
Reflect on how disagreements or differences can lead to deeper understanding.

How do science and the creation story help people understand the world?
Are science and religion always in conflict, or can they complement each other?
How can we explore big questions about life while respecting different viewpoints?

Autumn 2

Encourage pupils to think about Jesus' role as the Messiah and what it means to fulfil a special purpose.
Reflect on the idea of calling and responsibility in their own lives.
Explore how Jesus' life and teachings give hope and guidance to Christians.
Consider how following Jesus inspires people to act with love, kindness, and justice.
Reflect on how Christians see Jesus as someone who understands human struggles and offers help.
Encourage pupils to consider how they can support and care for others in their own communities.

Why do Christians believe Jesus is the Messiah?
How does Jesus being the Messiah affect how Christians live today?
How can we be inspired by Jesus' example in our own actions and choices?

Spring 1

Explore how belief in one God (Tawhid) shapes the identity of Muslims and unites them as a community.
Encourage pupils to think about what unites them with others in school, family, or faith communities.
Reflect on how shared beliefs foster support, care, and cooperation among Muslims.
Consider how understanding others' beliefs can strengthen friendship and respect.
Invite pupils to think about how following shared values and practices creates a sense of belonging and purpose.

What does Tawhid mean, and why is it central to Islam?
How does believing in one God help Muslims feel part of a wider community?
How can shared beliefs or values create a sense of belonging in our own school or local community?

Spring 2

Encourage pupils to think about Jesus' actions on the cross and what they show about love, forgiveness, and selflessness.
Reflect on personal experiences of giving, forgiving, or helping others.
Explore how Jesus' death and resurrection give Christians hope for new life and the chance to make things right.
Consider times when hope and forgiveness have made a difference in pupils' own lives.
Invite pupils to consider how they can act with compassion and care for others, inspired by Jesus' example.

What do Christians believe Jesus did to save people?
How does Jesus' sacrifice show love and forgiveness?
How might remembering what Jesus did influence the way Christians live today?

Summer 1

Explore Hindu stories or teachings that show reverence for animals, rivers, and nature — encouraging pupils to see the sacred in everyday life.
Engage children to consider how their own actions cause harm or peace, and reflect on how they could live with more kindness.
Debate "What does it mean to live peacefully?" or "Is it ever okay to hurt someone?" — deep thinking about right and wrong.
Reflect on how ahimsa supports harmonious living in families, schools, and the wider world.
Stillness and mindfulness activities linked to Hindu practice (e.g. guided meditation on peace) could nurture inner reflection.
Opportunities to ask and explore "spiritual" questions such as: Why should we care for all living things? Is peace always possible?

If all life is connected and special, how should we treat people, animals, and nature?
What does it feel like to live peacefully inside yourself and with others?
Is it always possible to live without harming anything? Why or why not?
What would the world look like if everyone practised ahimsa (non-violence)?

Summer 2

What gives your life meaning – what makes it feel worthwhile?
How do you decide what is the right or kind thing to do?
Why might different people find happiness in different ways, and how can we respect that?
If you made your own "recipe for happiness," what would you put in it?

What makes life feel special and worth living?
Is being happy the most important thing in life, or is there something more important?
How can the choices we make affect our own happiness and the happiness of others?
Can people live a good life without believing in God – what do you think?

Year 6 Term	Religion	Wiltshire Agreed Syllabus Theme	Key Question	Suggested Resource
Autumn 1	Christianity	Global issues	How can following God bring freedom and Justice?	UC- People of God
Autumn 2	Christianity	The nature of humanity	What would Jesus do?	UC Gospel
Spring 1	Christianity / Islam	The nature of humanity/Views on the existence of God	What does the Qur'an reveal about Allah and his guidance?	Emmanuel Project
Spring 2	Christianity	Journey of life	What difference does the resurrection make for Christians?	UC- Salvation
Summer 1	Anti Racist RE	Global issues	What can be done to reduce racism? Can religion help?	RE today/ Natre resource
Summer 2	Humanism	Global Issues/ Origins of the Universe and Responsibility for the Environment	How do non-religious people make ethical decisions?	RE Today- Exploring non-religious worldviews p.14

Year 6

	 Spiritual Opportunities for This Unit	 Spiritual Questions for This Unit
Autumn 1	Experiencing a sense of wonder that faith can inspire people to act for change in the world. Reflecting on how justice and freedom matter in their own lives and communities. Exploring how Christians (and others) are motivated to act against injustice (e.g. campaigns, charities, forgiveness, reconciliation). Exploring how their own actions can contribute to a more just and free community. Writing prayers, poems, or pledges about freedom and justice.	What does it really mean to be free? Why do you think justice is so important to people of faith and to the world? How can our choices bring freedom or fairness to others? Where do you see hope when people face unfairness or suffering?
Autumn 2	Considering the power of selfless love and sacrifice. Thinking about how their own actions affect others and what it would mean to “live like Jesus” in school, at home, and in the community. Exploring dilemmas such as forgiveness, fairness, and love for enemies. Exploring how a community built on compassion and justice might look today. Quiet reflection on what values guide their own decisions.	If Jesus came to our town today, what do you think he would do? Why is forgiveness sometimes so hard, and why do Christians think it is so important? How can love and kindness change unfair situations? What inspires you most about the way Jesus lived, and how might it affect your own choices?
Spring 1	Reflect on the Qur’an as a sacred text and the Muslim belief in Allah’s greatness, mercy, and compassion. Think about where they look for guidance in their own lives and how it helps them make choices. Explore why rules and guidance matter for living a good and fair life. Consider how the Qur’an helps Muslims feel part of a global community of faith (the ummah).	Why do you think Muslims treat the Qur’an with such respect and care? Where do you find guidance in your own life when you have big decisions to make? What do you think it means to say that God is merciful and compassionate? Why do people look to something bigger than themselves to help them live a good life?
Spring 2	Wondering at the idea of life after death and the hope it gives Christians. Thinking about how hope helps people cope with hard times, loss, or fear. Reflecting on how Easter unites Christians worldwide in a shared story of victory over death. Using silence or reflection to imagine how it felt for the disciples on Easter morning.	Why do you think the resurrection is such a source of hope for Christians? What gives you hope when life feels difficult or unfair? If you believed that death is not the end, how might it change the way you live? What do you think “new life” or “new beginnings” could mean for people today?
Summer 1	Encourage children to think about their own attitudes and behaviours, and how they affect others. Explore ideas of right and wrong, fairness, and standing up against injustice. Understand the experiences of people who face discrimination and developing kindness and respect. Consider how shared values, including religious teachings, can help build inclusive and harmonious communities.	Why is it important to treat everyone fairly, even if they are different from us? How can we show kindness and respect to people from all backgrounds? Do you think religion can help people overcome prejudice? How? What would our school or community look like if everyone worked to reduce racism?
Summer 2	Think about how their own choices affect themselves and others, and considering why people make certain moral decisions. Explore questions of right and wrong, fairness, and responsibility from a non-religious perspective. Understand why people act ethically out of care for others and developing a sense of concern for the wellbeing of others. Reflect on what gives life meaning and why ethical living might matter, even without belief in God.	What helps people decide what is right or wrong if they don’t follow a religion? Why is it important to think about how our actions affect other people? Can someone live a good and meaningful life without believing in God? How? What values are most important to you, and why?

RE
**Progression of Knowledge &
Vocabulary**

Christianity

Progression of Knowledge & Vocabulary

Progression in RE: CREATION

By the end of KS1

A) Why is the story of Noah more than just a story?

Pupils can **retell the story of Noah's Ark** and identify its key events and characters.

Pupils can **explain that the story of Noah is important to Jewish, Christian, and Islamic beliefs**.

Pupils can **recognise that the story teaches lessons**, such as **listening to God, making good choices, and caring for creation**.

Pupils can **express what the story means to them** and how it might guide people to live better lives today.

A) How can we care for our wonderful world?

Pupils can **give examples of things that make the world special and beautiful**.

Pupils can **talk about why it is important to look after the world**, linking to religious and non-religious beliefs.

Pupils can **identify ways that people help and harm the environment**.

Pupils can **describe actions they can take** to show care and respect for the natural world.

A) The world: how do different people explain how it started?

Pupils can **recognise that people have different beliefs about how the world began** (e.g., Christian, Jewish, Hindu, and non-religious views).

Pupils can **describe some elements of different creation stories**, such as the Genesis creation story

Pupils can **talk about the feelings people might have when thinking about the world and its origins**, such as awe, wonder, or thankfulness.

Pupils can **reflect on what they believe or wonder about the world's beginning**.

Progression in RE: CREATION

Year 3	Year 4	Year 5	Year 6
How does the creation story shape Christian beliefs about God, humanity, and the world? Making sense of the text - Pupils can ask questions and suggest answers about what might be important in the creation story for Christians and for themselves. Interpret and make sense of biblical texts - Pupils can make clear links between Genesis 1 and what Christians believe about God, Creation, and the world. - Pupils can ask questions and suggest answers about what might be important in the creation story for Christians and for themselves. Understanding the impact - Pupils can describe what Christians do because they believe God is Creator (e.g., environmental care, worship). Making connections - Pupils can ask questions and suggest answers about what might be important in the creation story for Christians and for themselves.	Can you follow Jesus by playing football and planting trees? Making sense of the text - Pupils can describe Christian beliefs about following Jesus, including the idea that Christians try to live in ways that show love, kindness, and care. Interpret and make sense of biblical texts - Pupils can explain how caring for others and the world reflects Christian values. Understanding the impact - Pupils can make links between Christian beliefs and real-life actions, such as playing fairly, helping others, or caring for nature. - Pupils can describe how a Christian might see activities like football or planting trees as ways of living out their faith. Making connections - Pupils can reflect on their own values and express how playing sport or caring for the environment can have deeper meaning. - Pupils can ask thoughtful questions about what it means to live a good or meaningful life, and suggest some possible answers.	Creation and Science: Conflicting or complementary Making sense of the text - Pupils can identify and describe what the Genesis 1 creation narrative tells Christians about God, the world, and human beings. - Pupils can describe the key points of Christian interpretations of the Genesis creation story (e.g., literal and metaphorical readings). Interpret and make sense of biblical texts - Pupils can show awareness that there are different Christian views on how science and faith relate, especially in understanding the beginning of the world. - Pupils can explain how some Christians see science and religion as complementary (e.g., science explains "how" and religion explores "why"). Understanding the impact - Pupils can describe how Christian beliefs about creation influence how people treat the world, including attitudes towards the environment and responsibility. Making connections - Pupils can ask questions and offer possible answers about what it means to be human and how beliefs about origins shape identity and purpose. - Pupils can evaluate whether science and faith conflict or complement each other, using evidence and reasoned arguments. - Pupils can express their own views on how people might hold religious and scientific explanations together or separately.	

Creation Vocabulary progression

EYFS/ Year 1/ Year 2

Year A: Noah's Ark / Story of Noah	Year B: Caring for the World / Wonderful World	Year C: How the World Began / Creation Stories
Noah – The man in the story chosen by God to build the ark. Ark – A big boat that Noah built to save the animals and his family. Animals – Living creatures, like lions, elephants, and birds. God – The creator in the story who gives instructions and guidance. Listen / Obey – Following God's instructions carefully. Flood – A lot of water that covered the land in the story.	Beautiful / Special – Something that is nice, important, or precious. Look after / Care for – Protecting or helping people, animals, or the environment. Help / Harm – Doing something good or something that hurts the world. Respect – Treating the world, people, and animals kindly. Environment – The world around us, including land, water, air, plants, and animals. Action – Something we do to help or care for the world.	Creation / Create – How the world and everything in it was made. Genesis – The first book of the Bible that tells the Christian creation story.. Awe / Wonder – Feeling amazed or impressed by the world. Thankful / Thankfulness – Feeling glad and appreciating the world. Question / Wonder – Thinking about something you want to know or understand.

Creation Vocabulary progression

Year 3

Genesis – The first book of the Bible that tells the story of creation.

Creation / Create – How God made the world, people, and animals.

God / Creator – The one Christians believe made the world.

Humanity / Humans – People and what it means to be human.

World / Earth – The planet, including nature, animals, and people.

Story – A tale with events, people, and lessons.

Belief / Believe – Something someone thinks is true.

Worship – Showing love, respect, and devotion to God.

Care / Look after – Protecting or helping people, animals, and the environment.

Importance / Important – Something that matters or has value.

Year 4

Jesus – The central figure of Christianity who taught people about God.

Christian – A person who follows the teachings of Jesus.

Faith – Trusting in God and trying to live as God wants.

Belief / Believe – Something a person thinks is true.

Love – Caring for others in a kind and generous way.

Kindness – Being friendly, helpful, and considerate to others.

Care – Looking after people, animals, and the world.

Values – Important ideas that guide how people live and behave.

Action / Actions – Things we do, especially to help or care for others.

Meaning / Meaningful – Something that is important or has a special purpose.

Year 5

Genesis – The first book of the Bible that tells the story of creation.

Creation / Create – How God made the world, people, and animals.

Interpretation – The way someone understands or explains a text or story.

Literal – Understanding the text exactly as it is written.

Metaphorical – Understanding the text as a story with a deeper meaning or lesson.

Science – Studying the world to understand how things work.

Faith / Religion – Belief in God or a higher power and following spiritual teachings.

Complementary – When two things work together and support each other.

Responsibility – Taking care of the world and making thoughtful choices.

Identity / Purpose – Who we are and what we believe gives meaning to life.

Year 6

Progression in RE: Incarnation

By the end of KS1

A) How does the story of Christmas help Christians understand what God is like?

Pupils can **recognise key elements of the Christmas story** (birth of Jesus, angels, shepherds, wise men).

Pupils can **understand that Christians believe Jesus is God's son** and the story shows something about God's character (loving, caring, generous).

Pupils can **ask simple questions about the story** and suggest ideas about what God might be like.

Pupils can **reflect on the feelings and experiences** of the characters and relate them to their own experiences.

Pupils can **imagine being part of the story and recognise how Christians may see God in a special way**.

Pupils can **retell the story using words, pictures, or role-play** and describe what they have learned about God in simple terms.

A) Why does Christmas matter to Christians?

Pupils can **understand that Christmas is important to Christians because it celebrates Jesus as God's gift to the world**.

Pupils can **identify ways Christians celebrate Christmas** (nativity plays, carols, giving, worship).

Pupils can **ask simple questions about why Christmas matters** and suggest ideas about what it teaches Christians about God.

Pupils can **reflect on the story and connect it to their own experiences of giving, receiving, and showing love**.

A) Jesus: why is he so important to Christians?

Pupils can **recognise key events and stories from Jesus' life** (e.g., miracles, teachings, parables).

Pupils can **understand that Christians believe Jesus is God's son and a role model for how to live**.

Pupils can **identify ways Christians show that Jesus is important to them** (prayers, church, celebrations).

Pupils can **ask simple questions about Jesus' life and teachings** and suggest ideas about what they show about God.

Pupils can **reflect on Jesus' actions and teachings** and relate them to their own experiences of kindness, helping, and fairness.

Pupils can **retell stories about Jesus using words, pictures, or role-play** and **explain in simple terms why he is important to Christians**.

Progression in RE: INCARNATION

Year 3	Year 4	Year 5	Year 6
How do Christians understand the nature and significance of the Trinity? Making sense of the text - Pupils can describe what Christians believe about God as one God in three persons: God the Father, God the Son (Jesus Christ), and God the Holy Spirit. - Pupils can explain that each person of the Trinity is fully God, yet there is still only one God. - Pupils can describe how the Trinity is central to Christian belief and shapes worship, prayer, and understanding of God's nature. Interpret and make sense of biblical texts - Pupils can explain that God the Father is the creator and sustainer of the world, seen as loving, powerful, and caring. - Pupils can describe that God the Son became human in Jesus to show God's love, and that Jesus' life, death, and resurrection reveal God's plan for forgiveness and reconciliation. - Pupils can describe the role of the Holy Spirit as God's presence in the world today, helping Christians understand God's will and guiding believers. Understanding the impact - Pupils can explain how the Trinity shapes Christian worship, including prayer and baptism. - Pupils can describe how belief in the Trinity influences how Christians live, showing love, forgiveness, and service to others. Making connections - Pupils can reflect on the relationship within the Trinity (unity, love, and cooperation) and relate it to how people might live in loving and cooperative ways.		How do Christians understand Jesus as the Messiah? Making sense of the text - Pupils can describe what Christians believe about Jesus as the promised Messiah sent by God. - Pupils can explain the meaning of Messiah as "Anointed one," chosen by God to save and lead his people. - Pupils can identify how Jesus' life and teachings show God's love, forgiveness, and the way to live. Interpret and make sense of biblical texts - Pupils can describe how Jesus' death and resurrection are seen as fulfilling God's plan to save humanity from sin. - Pupils can recognise that many Old Testament prophecies are believed to point to Jesus as the Messiah. Understanding the impact - Pupils can explain how belief in Jesus as Messiah shapes Christian worship and festivals (e.g., Christmas, Easter). - Pupils can describe how Christians follow Jesus' example in their daily lives. Making connections - Pupils can reflect on how Jesus' life and teachings show God's love, power, and faithfulness and consider how these ideas might influence their own lives.	

Incarnation Vocabulary progression

EYFS/ Year 1/ Year 2

Year A: How does the story of Christmas help Christians understand what God is like?	Year B: Why does Christmas matter to Christians?	Year C: Jesus: why is he so important to Christians?
Christmas - A Christian celebration of Jesus' birth. Jesus - God's son, born at Christmas. God - The one Christians believe made and cares for the world. Mary - Jesus' mother. Joseph - Jesus' father on Earth. Angel - A messenger from God. Shepherd - A person who looks after sheep. Wise Men / Magi - Visitors who brought gifts to Jesus. Gift / Present - Something given to show love or respect. Love / Caring - Being kind and thinking about others.	Christmas - A Christian festival celebrating the birth of Jesus. Jesus - God's son, whose birth Christians celebrate at Christmas. God - The one Christians believe made and cares for the world. Nativity - The story of Jesus' birth. Mary - Jesus' mother. Joseph - Jesus' father on Earth. Love - Showing care and kindness to others. Gift / Present - Something given to show love or respect, like the gifts for Jesus. Family - People who love and care for each other, like Mary, Joseph, and Jesus.	Jesus - The son of God and central figure in Christianity. God - The one Christians believe made the world and cares for everyone. Christian - A person who follows the teachings of Jesus. Teach / Teaching - Helping people learn what is right or good. Miracle - Something amazing that shows God's power. Followers / Disciples - People who listened to and learned from Jesus. Believe / Belief - Thinking something is true and important, like Christians believe Jesus is God's son.

Incarnation Vocabulary progression

Year 3: How do Christians understand the nature and significance of the Trinity?	Year 4	Year 5: How do Christians understand Jesus as the Messiah?	Year 6
Trinity – The Christian belief that God is one God in three persons: Father, Son, and Holy Spirit. God / Father – The creator of the world, loving and powerful. Jesus / Son – God’s son who became human to show God’s love. Holy Spirit – God’s presence in the world today, guiding and helping people. Worship – Showing love, respect, and devotion to God. Prayer – Talking to God to thank Him or ask for help. Baptism – A Christian ceremony that shows belonging to God. Love – Caring for others and showing kindness. Forgiveness – Letting go of anger and showing kindness to others. Unity / Cooperation – Working together and being connected, like the three persons of the Trinity.		Jesus – God’s son and central figure in Christianity. Messiah – The “Anointed one” sent by God to save and lead people. Prophecy / Prophecies – Messages in the Bible that tell about future events, including Jesus’ coming. Forgiveness – Letting go of anger and showing kindness to others. Teachings – Lessons or instructions Jesus gave about how to live. Death / Resurrection – Jesus’ death on the cross and rising from the dead. Faithfulness – Being loyal, trusting God, and following Jesus’ example.	

Progression in RE: Salvation

By the end of KS1

A) Easter Experience

Pupils can **recognise that Christians believe Holy Week tells the story of Jesus' death and resurrection**, and that it is part of the big Christian story of salvation.

Pupils can **retell key events from Holy Week in the correct order**, including Palm Sunday, the Last Supper, Good Friday, and Easter Sunday.

Pupils can **identify what these events show Christians about Jesus**, such as that he is a king, a servant, and a saviour.

Pupils can **give examples of how Christians try to show love, forgiveness and service to others**, inspired by Jesus' actions during Holy Week.

Pupils can **ask and respond to questions about what is most important in the Easter story and why**.

Pupils can **reflect on feelings and actions linked to Holy Week**, such as betrayal, friendship, sacrifice, and celebration.

Pupils can **express their own ideas about themes in Holy Week**, such as giving, helping, or starting again.

B) What are the best symbols of Jesus' resurrection at Easter?

Pupils can **recognise that Easter is a Christian festival that celebrates Jesus' resurrection**.

Pupils can **retell the key parts of the Easter story**, especially the events of Good Friday and Easter Sunday.

Pupils can **identify some symbols associated with Easter** (e.g. the cross, empty tomb, butterfly, egg, light) and explain what they mean.

Pupils can **describe how Christians celebrate Easter**, including in church and at home.

Pupils can **talk about how Christians use symbols** (e.g., the cross for Jesus' death, the egg for new life) to help them remember and express their beliefs.

Pupils can **reflect on their own experiences of celebration, sadness and hope**, making simple links to the Easter story.

C) Why was Jesus given the name 'saviour'?

Pupils can **recognise that Christians believe Jesus is a special person sent by God to help and save people**.

Pupils can **retell parts of the Easter story**, particularly focusing on Jesus' death and resurrection.

Pupils can **explain that Christians call Jesus 'Saviour' because they believe he came to rescue people from sin and bring forgiveness and new life**.

Pupils can **talk about what Christians might do at Easter to remember Jesus' sacrifice**, including special songs, services, or symbols like the cross.

Pupils can **identify how Christians try to live in response to Jesus' example of love and forgiveness**.

Pupils can **ask and respond to questions about how people help and rescue others in real life**, and make simple links to the idea of Jesus as a rescuer.

Pupils can **reflect on times they have needed help or have helped others**, connecting these experiences to the idea of being saved.

Pupils can **express their own thoughts and feelings about the Easter story and the idea of someone giving their life to help others**.

Progression in RE: Salvation

Year 3	Year 4	Year 5	Year 6
Why is Good Friday both a day of suffering and hope for Christians? Making sense of the text - Pupils can describe why Christians today believe Good Friday is "good" (e.g., through ideas of sacrifice, forgiveness, God's love, reconciliation with God). - Pupils can explain how Good Friday fits into the larger story of Holy Week. Interpret and make sense of biblical texts - Pupils can use theological vocabulary appropriately (e.g., sacrifice, atonement, resurrection, forgiveness). - Pupils can reflect on what Christian practices on Good Friday show about Christian beliefs — including human sin, suffering, hope, and life after death. Understanding the impact - Pupils can identify how the ideas of sacrifice, forgiveness, and hope might connect to their own experiences and affect how Christians live — e.g., self-sacrifice, caring for others, Making connections - Pupils can reflect on links between their own experiences and the Christian beliefs and practices explored.	Is the cross and symbol of love, sacrifice or commitment for Christian? Making sense of the text - Pupils can describe what Christians might learn from the story of Jesus' death/sacrifice. - Pupils can compare some things that influence them, and others, with how belief in Jesus' sacrifice. Interpret and make sense of biblical texts - Pupils can ask important questions about what a sacrifice is and compare their ideas with others, including a Christian. Understanding the impact - Pupils can describe some ways in which a cross is used in the same, or different, ways by Christians. - Pupils can describe some ways Christians show their beliefs on different crosses or in songs about the cross. Making connections - Pupils can link the things that they, and their friends, value, with what they would be willing to sacrifice.	What do Christians believe Jesus did to save Human beings? Making sense of the text - Pupils can outline the Christian belief that Jesus' death and resurrection are part of God's plan to restore the relationship between God and humanity. - Pupils can explain why Christians see Jesus' crucifixion as a sacrifice for sin. - Pupils can use key concepts such as <i>sin, forgiveness, salvation, sacrifice, atonement, resurrection</i>. Interpret and make sense of biblical texts - Pupils can identify and describe key texts that show what Christians believe Jesus did to save people (e.g. Last Supper, Gethsemane, crucifixion, resurrection). - Pupils can recognise how these texts are used in Christian teaching, worship, and practice today. Understanding the impact - Pupils can explain how belief in Jesus' saving work shapes Christian behaviour (e.g. repentance, prayer, forgiveness, moral living). - Pupils can describe how Christians remember and celebrate Jesus' death and resurrection (Holy Week, Easter, Communion). Making connections - Pupils can weigh up how far the idea of Jesus' sacrifice is important for Christians, and what challenges or questions it raises. - Pupils can consider what salvation and forgiveness might mean in their own lives and in the wider world (e.g. when people forgive or make sacrifices for others). - Pupils can give a reasoned personal response to the question: "<i>What do Christians believe Jesus did to save human beings?</i>".	What difference does the resurrection make for Christians? Making sense of the text - Pupils can explain how Christians interpret Gospel accounts of the Resurrection (e.g. empty tomb, appearances of Jesus, promises of new life). - Pupils can show how the Resurrection is linked to other Christian beliefs: forgiveness of sins, eternal life, hope, and God's victory over sin and death. - Pupils can use theological vocabulary with increasing precision (<i>Resurrection, salvation, eternal life, sin, forgiveness, hope, victory</i>). Understanding the impact - Pupils can explain how belief in the Resurrection shapes how Christians live: - hope for life after death, - courage in the face of suffering, - motivation to forgive, serve and love others. - Pupils can describe how Easter (particularly Easter Sunday) is celebrated in different Christian traditions, and what practices express belief in the Resurrection (worship, art, music, liturgy, Communion). Making connections - Pupils can weigh up the importance of the Resurrection in Christian faith, and why it is often described as the <i>central belief</i> of Christianity. - Pupils can consider big questions raised by the Resurrection, such as: <i>What happens when we die? Why is hope important? Can suffering be overcome?</i> - Pupils can make connections between Christian belief in the Resurrection and pupils' own ideas about life, death, hope, and new beginnings. - Pupils can offer a reasoned personal response to the enquiry question: "<i>What difference does the Resurrection make for Christians?</i>"

Salvation Vocabulary progression

EYFS/ Year 1/ Year 2

Year A: Easter Experience

Easter – A Christian festival that celebrates Jesus coming back to life.

Jesus – The central figure of Christianity, believed to be God’s Son.

Holy Week – The special week before Easter that tells the story of Jesus’ last days.

Palm Sunday – The day Christians remember Jesus entering Jerusalem, welcomed as a king.

Last Supper – The meal Jesus shared with his friends before he died.

Good Friday – The day Christians remember Jesus dying on the cross.

Resurrection – Jesus coming back to life on Easter Sunday.

Saviour – A name Christians use for Jesus because they believe he saves people.

Forgiveness – Letting go of hurt or anger and showing kindness.

Celebration – A happy time of joy, like Christians celebrating Easter Sunday.

Year B: What are the best symbols of Jesus’ resurrection at Easter?

Easter – A Christian festival celebrating Jesus coming back to life.

Resurrection – When Jesus rose from the dead on Easter Sunday.

Good Friday – The day Christians remember Jesus dying on the cross.

Cross – A symbol of Jesus’ death and love.

Empty Tomb – The place where Jesus was buried but found alive again.

Egg – A symbol of new life and hope at Easter.

Light – A symbol of hope and Jesus bringing light to the world.

Celebration – A happy time when Christians remember Jesus’ resurrection.

Hope – Believing good things can happen, linked to Jesus’ new life.

Year C: Why was Jesus given the name ‘saviour’?

Saviour – Someone who rescues or saves others; Christians believe Jesus saves people.

Easter – A Christian festival remembering Jesus’ death and resurrection.

Resurrection – When Jesus came back to life on Easter Sunday.

Cross – The place where Jesus died, a symbol of love and sacrifice.

Forgiveness – Saying sorry and being given a fresh start, which Christians believe Jesus offers.

Sin – Wrong choices or actions that hurt others or go against God.

Sacrifice – Giving up something important to help others; Christians believe Jesus sacrificed his life.

Love – Caring for others; Christians believe Jesus showed great love.

Rescue – Helping someone in trouble; Christians believe Jesus rescues people spiritually.

Salvation Vocabulary progression

Year 3: Why is Good Friday both a day of suffering and hope for Christians?

Good Friday - The day Christians remember Jesus dying on the cross.

Holy Week - The special week before Easter, remembering Jesus' last days.

Sacrifice - Giving up something important to help others; Jesus gave his life.

Atonement - Making things right again between people and God.

Resurrection - Jesus coming back to life on Easter Sunday.

Forgiveness - Being given a fresh start after doing wrong.

Sin - Wrong actions or choices that hurt others or go against God.

Hope - Trusting that good things can happen, even after sadness.

Reconciliation - Making peace and restoring broken relationships.

Salvation - Being saved by Jesus, Christians believe, from sin and separation from God.

Year 4-Is the cross and symbol of love, sacrifice or commitment for Christian?

Cross - The main Christian symbol, remembering Jesus' death.

Atonement - Making things right again between people and God.

Sacrifice - Giving up something valuable to help others; Christians believe Jesus sacrificed his life.

Commitment - A promise to keep going with something important, even when it's hard.

Salvation - Being saved from sin; Christians believe Jesus' death brings this.

Sin - Wrong choices or actions that go against God's ways.

Forgiveness - Letting go of wrongs and offering a fresh start.

Worship - Showing love and respect to God through prayer, songs, or symbols like the cross.

Hope - Believing in a better future, even in sad or difficult times.

Symbol - A sign or picture that represents an idea, e.g. the cross represents Jesus' love and sacrifice

Year 5: What do Christians believe Jesus did to save Human beings?

Sin - Wrong thoughts or actions that separate people from God.

Salvation - Being rescued from sin and its effects; Christians believe Jesus brings this.

Sacrifice - Giving up something valuable; Jesus' death is seen as the ultimate sacrifice.

Atonement - Making things right between people and God; Christians believe Jesus achieved this through his death.

Resurrection - Jesus rising from the dead on Easter Sunday, showing victory over sin and death.

Crucifixion - Jesus' death on the cross, central to Christian belief.

Repentance - Being sorry for wrong actions and choosing to change.

Communion - A Christian practice (bread and wine) remembering Jesus' sacrifice and resurrection.

Moral living - Choosing to live in ways that reflect Jesus' teaching, showing love and goodness.

Year 6- What difference does the resurrection make for Christians?

Resurrection - The belief that Jesus rose from the dead on Easter Sunday.

Eternal life - Life with God forever after death.

Salvation - Being rescued from sin and its effects; Christians believe the Resurrection confirms this.

Sin - Wrong actions or choices that separate people from God.

Forgiveness - God pardoning sins, made possible through Jesus' death and Resurrection.

Hope - Trust in God's promises for the future, including life after death.

Victory - Christians believe Jesus' Resurrection shows triumph over sin, death, and evil.

Communion - A Christian practice (bread and wine) remembering Jesus' death and celebrating his risen life.

Liturgy - The set forms of worship (prayers, rituals, songs) used in church, especially at Easter.

**Christianity/Islam
Progression of Knowledge &
Vocabulary**

Progression in RE: Christianity/Islam

By the end of KS1

(A) What do Muslims believe about God?

Pupils can **describe** that Muslims believe in one God (Allah), who created and cares for the world.

Pupils can **explain** how Muslims show respect for Allah, e.g., praying five times a day, reading the Qur'an, and not drawing pictures of Allah.

Pupils can **describe** how stories and teachings in Islam show that Allah is compassionate, merciful, and the giver of life.

Pupils can **explain** that believing in one God is very important to Muslims.

(B) How do Muslims show Allah loves and cares for people? (How do some Muslims show Allah is compassionate and merciful?)

Pupils can **explain** that Muslims use the names Allah and Muhammad with respect because they are very important in Islam.

Pupils can **describe** how stories from Islam, such as Muhammad and the crying camel, show that Allah is compassionate and merciful.

Pupils can **explain** how Muslims remember Allah's compassion in the words of the Bismillah ("In the name of Allah, the Compassionate, the Merciful").

Pupils can **describe** how Muslims observe Ramadan by fasting, praying, and thinking about others.

Pupils can **explain** how Muslims celebrate Eid by giving gifts and helping those in need.

Pupils can **describe** that because Muslims believe Allah is compassionate, they try to show compassion to others.

(C) Places of worship: what makes them sacred?

Pupils can **explain** that a place of worship is special (sacred) to believers.

Pupils can **describe** that for Muslims, a mosque is sacred and how they may show belonging by praying, especially on Fridays, and gathering together.

Pupils can **identify** that there are different types of mosques with different traditions, signs, and symbols.

Pupils can **explain** that there are many mosques in the UK and around the world, with both similarities and differences.

Pupils can **identify** some parts of a mosque that are especially sacred, such as the prayer hall and mihrab (prayer niche).

Progression in RE: CHRISTIANITY/ISLAM

Year 3	Year 4	Year 5	Year 6
Why do Muslims call Muhammad the 'Seal of the Prophets'? Making sense of the text - Pupils can describe that Muslims believe Muhammad was a messenger of God and the last prophet. - Pupils can explain why Muhammad's life is important to Muslims, showing how to follow God's guidance. Interpret and make sense of biblical texts (or in this context, Islamic texts and teachings) - Pupils can describe that the Shahadah is the Muslim declaration of faith: "There is no god but Allah, and Muhammad is His messenger," and that all Muslims recite the same words. - Pupils can explain how stories from Muhammad's life teach Muslims about compassion, honesty, and courage. Understanding the impact - Pupils can describe how Muslims show respect and love for Muhammad in art, calligraphy, and design, without drawing him. - Pupils can explain that Muslims believe Muhammad's life and teachings are examples to follow. Making connections - Pupils can reflect on how Muhammad's example of living with compassion, honesty, and courage might influence their own actions.	How does the Qur'an influence Muslims today? Making sense of the text - Pupils can describe that the Qur'an is the holy book of Islam and that Muslims believe it is the word of Allah, revealed to the Prophet Muhammad. Interpret and make sense of texts - Pupils can explain how Muslims show respect for the Qur'an, e.g., keeping it in a special, high place, washing hands before touching it, and reading it in Arabic. - Pupils can describe the teachings and guidance in the Qur'an about how Muslims should live, such as praying regularly, helping others, and showing honesty and kindness. - Pupils can explain that many Muslims learn parts of the Qur'an by heart, and those who learn the whole Qur'an are called hafiz. - Pupils can describe how children in Muslim families go to madrasa to learn the Qur'an. Understanding the impact - Pupils can explain how Muslims use the Qur'an for everyday guidance, for example, in making decisions about right and wrong. - Pupils can describe how the Qur'an reminds Muslims that Allah is compassionate, merciful, and just, and how this shapes how they treat other people. Making connections - Pupils can reflect on how guidance from a sacred text can influence their own choices and actions.	How does Tawhid create a sense of belonging to the Muslim Community? Making sense of the text - Pupils can describe that Tawhid is the central Muslim belief that there is only one God (Allah), who is unique, eternal, and infinite, and from whom everything comes. - Pupils can use specific religious vocabulary to describe God, such as eternal (without beginning or end) and infinite (without limits). Interpret and make sense of texts - Pupils can explain how Tawhid is central to all Muslim beliefs and influences how Muslims live and worship. - Pupils can describe how the Pillars of Islam help Muslims live out their faith and show their belief in one God. Understanding the impact - Pupils can explain that practising the Pillars of Islam helps Muslims feel part of the ummah, the worldwide Muslim community. - Pupils can describe how Hajj, the pilgrimage to Mecca, strengthens a Muslim's sense of belonging to the global community. Making connections - Pupils can reflect on the idea of belonging to a community and compare it with their own experiences of community and shared values.	What does the Qur'an reveal about Allah and his guidance? Making sense of the text - Pupils can describe that Muslims treat the Qur'an with great respect because it is believed to be Allah's final revelation. - Pupils can explain that the Qur'an was first revealed to the Prophet Muhammad in Cave Hira. Interpret and make sense of texts - Pupils can explain that the words of the Qur'an are believed to be the actual words of Allah, revealed over time through the Angel Jibreel (Gabriel). - Pupils can describe how the Qur'an teaches Muslims about God and how to live a good life. Understanding the impact - Pupils can describe that many Muslims memorise parts of the Qur'an as an act of respect and devotion. - Pupils can explain that for Muslims, the greatest revelation comes from Allah to Muhammad and is recorded in the Qur'an. Making connections - Pupils can reflect on the idea of following guidance from a sacred text and consider how it might influence their own choices or values.

Islam Vocabulary progression

EYFS/ Year 1/ Year 2

Year A: What do Muslims believe about God?	Year B: How do Muslims show Allah loves and cares for people? (How do some Muslims show Allah is compassionate and merciful?)	Year C: Places of worship: what makes them sacred?
Muslim - A person who follows Islam. Islam - The religion followed by Muslims. God / Allah - The one God Muslims believe in, who made the world and cares for everyone. One God - The idea that Muslims believe there is only one God. Create / Creator - God made the world and everything in it. Pray / Prayer - Talking to God, thanking Him, or asking for help. Qur'an - The holy book of Islam with God's messages to Muhammad. Stories / Teachings - Stories from Islam that show what God is like. Compassion / Merciful - Being kind and caring, like God. Important / Belief - Something Muslims think is very true and special.	Muslim - A person who follows Islam. Islam - The religion followed by Muslims. Allah - The one God Muslims believe in, who loves and cares for people. Muhammad - The last prophet in Islam who taught people about God. Respect - Treating Allah, Muhammad, and special things kindly. Compassion / Merciful - Being kind, caring, and forgiving, like Allah. Ramadan - A special month when Muslims fast, pray, and think about others. Fasting - Not eating or drinking for part of the day as an act of worship. Pray / Prayer - Talking to God, thanking Him, or asking for help. Eid - A celebration at the end of Ramadan when Muslims give gifts and help others.	Place of worship - A special building where people go to pray and show their faith. Sacred / Special - Something very important and treated with respect. Muslim - A person who follows Islam. Mosque - A special building where Muslims pray and gather. Belonging - Feeling part of a group or community. Friday prayers / Jumu'ah - A special weekly prayer for Muslims at the mosque. Traditions - Ways of doing things that are passed down in a religion. Signs / Symbols - Pictures, shapes, or objects that have a special meaning. Prayer hall - The main room in a mosque where people pray. Mihrab / Prayer niche - A special part of the mosque that shows the direction to Mecca.

Islam Vocabulary progression

Year 3	Year 4	Year 5	Year 6
Muslim – A person who follows Islam. Islam – The religion followed by Muslims. Prophet – A person chosen by God to give messages or guidance to people. Muhammad – The last prophet in Islam, who taught people about God. Seal of the Prophets – A title for Muhammad, meaning he was the last prophet. Allah – The name Muslims use for God. Revelation – A message from God. Qur'an – The holy book of Islam, containing God's messages to Muhammad. Respect – Treating someone or something with care and kindness. Belief – Something a person thinks is true. Guidance – Advice or direction about how to live a good life. Teachings – Lessons or instructions from someone important, like Muhammad.	• Muslim – A person who follows Islam. • Islam – The religion followed by Muslims. • Qur'an – The holy book of Islam, containing God's messages to Muhammad. • Allah – The name Muslims use for God. • Revelation – A message from God. • Guidance – Advice or direction about how to live a good life. • Recitation – Reading or saying the Qur'an out loud. • Moral / Ethics – Ideas about right and wrong behavior. • Teachings – Lessons or instructions from the Qur'an. • Influence – The effect something has on a person's life or choices.	Muslim – A person who follows Islam. Islam – The religion followed by Muslims. Allah – The name Muslims use for God. Tawhid – The belief that there is only one God in Islam. Community / Ummah – All Muslims around the world who share the same faith. Mosque – A place where Muslims gather to worship. Prayer / Salah – Talking to God, often five times a day. Guidance – Advice or direction about how to live a good life. Identity – The qualities or beliefs that make someone part of a group. Belonging – Feeling included and part of a group. Faith – Trust and belief in God.	Muslim – A person who follows Islam. Islam – The religion followed by Muslims. Allah – The name Muslims use for God. Revelation – A message from God revealed to a prophet. Guidance – Advice or instructions from God about how to live a good life. Prophet / Muhammad – A person chosen by God to teach and guide people; Muhammad is the last prophet. Moral / Ethics – Ideas about right and wrong behavior. Justice – Treating people fairly and doing what is right. Compassion / Mercy – Caring for others and showing kindness. Community / Ummah – All Muslims around the world who share the same faith. Recitation – Reading or saying the Qur'an out loud.

Humanism

Progression of Knowledge & Vocabulary

Progression in RE: Humanism

By the end of KS1

(A) What do different religious and non-religious worldviews say about how we should treat our environment?

Pupils can name ways that different religions and non-religious worldviews teach people to care for the environment.

Pupils can explain that humans have a responsibility to care for the world and its creatures.

Pupils can ask questions about how people from different religions or beliefs care for the environment..

Pupils can reflect on their own actions and think about how they can care for the environment.

Pupils can recognise that people's beliefs can influence how they treat the world.

Pupils can talk about or show, through drawing, writing, or role-play, ways in which people care for the environment.

Pupils can explain their own ideas about how we should treat the environment and compare them with ideas from different worldviews.

(A) What do humanists believe about making a difference?

Pupils can explain that Humanists do not follow a religion but have beliefs about how to live good lives.

Pupils can describe that Humanists believe people should try to make the world a better place by helping others and making kind choices.

Pupils can identify Humanist values such as kindness, fairness, and respect for others.

Pupils can ask questions about what Humanists believe and suggest answers based on examples of Humanist actions, like helping people or caring for the environment.

Pupils can reflect on how Humanist beliefs influence everyday choices and how their own actions can make a positive difference.

Pupils can recognise that Humanists may have different ideas from religious people but still want to do good in the world.

Pupils can talk, draw, or role-play examples of how Humanists try to make a difference and compare these ideas with their own.

(C) How can we live a good life and take care of the world and each other?

Pupils can explain that Humanists do not follow a religion but have beliefs about how to live good, meaningful lives.

Pupils can describe that Humanists believe people should care for the world and treat others with kindness, respect, and fairness.

Pupils can identify that Humanists value helping others and making positive choices to improve life for everyone.

Pupils can ask questions about how Humanists try to live a good life and care for the world.

Pupils can suggest answers based on examples of Humanist actions, such as caring for the environment, helping others, and making fair choices.

Pupils can reflect on their own actions and think about how they can live in ways that help other people and the planet.

Pupils can see that Humanists may have different ideas from religious people but still aim to live responsibly and kindly.

Pupils can talk, draw, or role-play examples of how Humanists live good lives and compare these ideas with their own.

Progression in RE: Humanism

Year 3	Year 4	Year 5	Year 6
Can you live a good and happy life without believing in a God? Making sense of the text - Pupils can describe that Humanism is a way of looking at life without believing in God or gods, and that Humanists look to the natural world and human experience for answers. - Pupils can explain that Humanists believe we only have one life, which makes it important to make the most of our time. Interpret and make sense of texts - Pupils can describe how Humanists use science, reason, and evidence to understand the world, and how they use empathy when making decisions. - Pupils can explain that Humanists believe people are free to make their own choices and are responsible for living a good life. Understanding the impact - Pupils can describe how Humanists celebrate important life events, such as births, weddings, and funerals, with non-religious ceremonies that focus on people, relationships, and the natural world. - Pupils can explain how Humanists' beliefs about being part of nature influence actions, such as choosing to be vegetarian. - Pupils can describe how Humanists take action to make life fairer and happier, for example through volunteer work. Making connections - Pupils can recognise that many people believe it is possible to live a good and happy life without believing in a God and reflect on how this compares with their own ideas about living well.	Can you live a good and happy life without believing in a God? Making sense of the text - Pupils can explain what Humanism is and how Humanists look to the natural world and human experience for answers. - Pupils can describe Humanist beliefs about life, including that we only have one life and should try to make the most of it. Interpret and make sense of texts - Pupils can explain how Humanists use reason, science, and evidence to understand the world. - Pupils can describe how Humanists use empathy and thinking about others' feelings when making decisions. - Pupils can explain that Humanists aim to increase happiness and reduce suffering for themselves, others, animals, and the planet. Understanding the impact - Pupils can give examples of how Humanists live out their beliefs, including actions to care for the environment, volunteering, or helping others. - Pupils can describe how Humanists celebrate important life events, such as births, weddings, and funerals, in non-religious ways. Making connections - Pupils can compare Humanist ideas about living well with their own values and beliefs.	Why do Humanists say happiness is the goal of life? Making sense of the text - Pupils can explain that Humanism is a non-religious worldview and that some people choose to be Humanists because they do not believe in God and prefer to find answers in the natural world. - Pupils can describe that Humanists believe we have one life only, which makes it important to live it well. Interpret and make sense of texts - Pupils can describe that Humanists believe happiness matters and people should try to live in ways that increase happiness and reduce suffering. Understanding the impact - Pupils can describe why Humanists choose to have non-religious ceremonies, such as naming, weddings, and funerals, to celebrate life's important moments in a personal and meaningful way. Making connections - Pupils can reflect on the Humanist idea that every person has only one life and consider how they can use their own life to be happy and make life better for others.	How do non-religious people make ethical decisions? Making sense of the text - Pupils can describe that Humanists think carefully about how their actions affect others, using empathy and considering consequences. Interpret and make sense of texts - Pupils can explain that Humanists believe good actions are those that increase happiness and reduce suffering for themselves, other people, animals, and the planet. - Pupils can describe that Humanists do not rely on God or holy books but believe people are free to make their own choices and are responsible for them. Understanding the impact - Pupils can describe how Humanists live out their beliefs, for example by valuing kindness, honesty, fairness, and equality, or by supporting charities, campaigning for human rights, protecting the environment, Making connections - Pupils can reflect on the Humanist idea that we should use reason, empathy, and evidence to make choices that lead to a happier, fairer world, and consider how it relates to their own decisions and values.

Humanism Vocabulary progression

EYFS/ Year 1/ Year 2

Year A: What do different religious and non-religious worldviews say about how we should treat our environment?

Humanist is a person who doesn't follow a religion but tries to live a good life.

Environment is the world around us, including plants, animals, and places.

Nature means the plants, animals, and natural world around us.

Plants are living things that grow in the ground.

Animals are living creatures that can move and live on land or in water.

Creatures are any living animals or beings.

Care means to look after something or someone.

Fair means treating everyone equally.

Right means a good or correct action.

Wrong means a bad or incorrect action.

Responsibility is being in charge of something and making sure it is looked after.

Recycle means to use something again instead of throwing it away.

Protect means keeping something safe from harm.

Year B: What do Humanists believe about making a difference?

Humanist is a person who doesn't follow a religion but tries to live a good life.

Non-religious means not following a religion.

Good means being kind or doing the right thing.

Kind means being nice and caring about others.

Happiness is feeling good and enjoying life.

Happy means feeling pleased or content.

Helping means doing something for someone else.

Caring means showing concern and kindness to others.

Sharing means giving part of what you have to someone else.

Choices are the different things you can decide to do.

Decisions are the choices you make.

People are friends, family, and everyone around us.

Others means other people besides yourself.

Respect means treating others kindly and valuing their feelings and ideas.

Year C:
How can we live a good life and take care of the world and each other?

Humanist is a person who doesn't follow a religion but tries to live a good life.

Good means doing the right thing or being kind.

Meaningful means something important and worthwhile.

Respect means treating people and the world thoughtfully.

Fair means treating everyone equally.

Environment is the world around us, including plants, animals, and places.

Nature means the plants, animals, and natural world.

World is the planet we live on.

Choices are the things we decide to do.

Actions are what we do in daily life.

Friends are people we like and care about.

Family is the people in our home or close to us.

People are all the humans around us.

Humanism Vocabulary progression

Year 3	Year 4	Year 5	Year 6
Humanist - A person who follows Humanism. Belief - Something you think is true or important. Non-religious - Not connected to a religion. Good / Kind / Fair - Ways of behaving well towards others. Happiness - Feeling good and content. Caring / Helping - Actions to support others. Choices - Decisions we make about what to do. Right / Wrong - Deciding how to behave well or poorly.	Humanism - The belief system of Humanists. Life choices - Decisions about how to live your life. One life only - The idea that humans have one chance at life, so it should be lived well. Responsibility - Being accountable for your actions. Empathy - Thinking about other people's feelings. Evidence / Reason / Science - Ways Humanists understand the world. Reduce suffering - Acting to lessen harm or pain for others. Celebrate life - Marking important events like birthdays or achievements. Environment / Nature - The natural world and how humans affect it.	Ethical / Ethics - Ideas about right and wrong behaviour. Morality / Moral values - Principles guiding how people should act. Free will / Freedom of choice - The ability to make your own decisions. Happiness / Wellbeing - Feeling content, fulfilled, and satisfied in life. Humanist ceremonies - Non-religious celebrations such as naming, weddings, and funerals. Stewardship / Care for the world - Looking after the environment and living responsibly. Compassion / Kindness / Fairness - Acting with care and concern for others. Impact / Consequences - Understanding how actions affect oneself, others, and the world.	Secular / Non-religious worldview - A way of seeing the world without relying on religion or gods. Rational / Rational thinking - Using reason, logic, and evidence to make decisions. Evidence-based decision-making - Making choices based on facts and careful thought. Responsibility - Being accountable for one's actions toward self, others, animals, and the planet. Human rights / Social justice - Treating people fairly and protecting their rights. Global Humanism / Community action - Working with others to make the world fairer and happier. Reflection / Personal values - Thinking about one's own beliefs and principles. Happiness and flourishing - Living a good, meaningful, and fulfilling life. Ethical dilemmas - Situations where it's challenging to decide what is right or wrong.

Sikhism

Progression

Progression in RE: SIKHI

Year 3	Year 4	Year 5	Year 6
How do Sikhs put their beliefs about equality into practice? Sikhs believe everyone is equal. That Sikhs believe: • Guru Nanak taught that God was present in everyone. • Everybody is equal because God is in each heart. • All Sikh boys are called Singh, and girls Kaur. These extra names show all are equal and important to God. • Eating together in the langar helps put equality in practice. No one is more important than anyone else. • In the Gurdwara, worshipping together reminds Sikhs they are all equal. Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality. Describe how the names 'kaur' and 'singh' show the belief that all Sikhs are equal, valued and united. Explain and describe the practice of the langar.			

Progression in RE: SIKHI

Year 3	Year 4	Year 5	Year 6
Singh - means 'lion' a name for all Sikh boys. Kaur - means 'princess' a name for all Sikh girls. Langar - The free kitchen at the Gurdwara where all can eat. All are expected to help serve here. Patka - A Sikh head covering which is worn by many Sikh children in preference to its 'bigger brother' the turban. Gurdwara - Where Sikhs meet as a community.			