

# Year 1 - Progression of Skills and Vocabulary in RE

<b>Year 1</b>	<b>Kent Agreed Syllabus 2017-2022 Key Stage 1:</b> Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.	
<i>Religions and world views</i>	Christians and Jewish People	
<i>Key questions</i>		
<p>Who is a Christian and what do they believe? Kent Agreed Syllabus p.36</p> <p>Who is Jewish and what do they believe? KAS p.38</p> <p>What makes some places sacred? KAS p.40</p> <p>How and why do we celebrate special and sacred times? KAS p.41</p> <p>What does it mean to belong to a faith community? KAS p.42</p>	<i>General Words and Concepts</i> God, Pray/prayer, Believe/belief, Angels, Holy, Festival, Celebration, Belonging	
<i>Know and Understand (Enquire)</i>		
<p>To begin to understand simple ideas about different beliefs.</p> <p>To retell a range of religious stories.</p> <p>To know there are special people, times and places.</p> <p>To recognise different religious symbols, images and words.</p> <p>To recall and name various festivals and rituals/traditions.</p> <p>To observe and recount different ways of expressing identity and belonging.</p> <p>To give examples of the way different people show religion is important to them.</p>	<i>Christianity Key Vocab</i> God, Jesus, Bible, Christian, Miracle, Parable, Disciple, Christmas, Nativity, Easter, Cross, Church, Vicar, Altar, Pew, Font, Baptism & Christening, Wedding, Bride & Groom	
<i>Express Ideas and Insights (Evaluate)</i>		
<p>To talk about what I like and dislike in a religious story.</p> <p>To be able to talk about my own feelings and experiences.</p> <p>To talk about what is important to me and others.</p> <p>To talk about ways in which stories, objects, symbols and actions show what people believe in.</p>	<i>Other World Religions Key Vocab</i> Torah, Star of David, Shabbat, Challah, Sukkot, Hanukkah, Menorah, Mezuzah, Synagogue, Passover, Pesach, Seder Plate, Rosh Hashanah, Yom Kippur, Kippah	
<i>Engage (Communicate)</i>		

<p>To ask and suggest answers to questions arising from religious stories.          To begin to talk about issues of good and bad, right and wrong.          To begin to respond sensitively to opinions which are different to my own.</p>	
<i>Teaching Christmas</i>	<i>Teaching Easter</i>
<p>To retell the Christmas Story including all the main characters.</p> <p>To identify some ways Christians, celebrate Christmas</p> <p>“What do we like about Christmas?”</p>	<p>To retell the Easter Story including all the main characters</p> <p>To identify some ways Christians, celebrate Easter</p> <p>“Why do we celebrate Easter?”</p>

WJEC

# Year 2 - Progression of Skills and Vocabulary in RE

<p><b>Year 2</b></p>	<p><b>Kent Agreed Syllabus 2017-2022 Key Stage 1:</b>  <b>Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.</b></p>	
<p><i>Religions and world views</i></p>	<p>Christians and Muslims</p>	
<p><i>Key questions</i></p>		
<p>Who is a Muslim and what do they believe? Kent Agreed Syllabus p.37          What can we learn from sacred books? KAS p.39          How and why do we celebrate special and sacred times? KAS p.41          How should we care for our world and why does it matter? KAS p.43</p>		<p><i>General Words and Concepts</i>          Faith, Provider, Respect, Role model, Ceremony          Authority, Obedience, Symbol, Holy Book</p>
<p><i>Know and Understand (Enquire)</i></p> <p>To understand simple ideas about different faiths and beliefs          To retell and suggest meanings to some religious and moral stories          To identify how some people are considered special through the example they set          To be able to use words correctly when describing religious festivals and celebrations          To find out about the meaning behind different beliefs and practices          To begin to appreciate the similarities between different communities</p>		<p><i>Christianity Key Vocab</i>          Father, The Word of God, New Testament, Old Testament, Holy Week, Good Friday, Last Supper          Resurrection, Crucifixion, Saint, Christ, Lord, Symbol, Advent, Herod, Christingle, Wreath, Place of worship</p>
<p><i>Express Ideas and Insights (Evaluate)</i></p> <p>To describe and reflect on my experiences and the feelings I may have          To recognise that sacred texts/books are special to many people and should be treated with respect          To notice and respond to similarities and differences between different religions and festivals/celebrations          To respond sensitively to different ways of expressing identify and belonging          To begin to describe the feelings I have about belonging to a community and what difference it makes</p>		<p><i>Other World Religions Key Vocab</i>          Muslim, Allah, 99 names, Muhammed, Messenger, Qur'an, Angel Jibril, Mosque, Salah, Mecca, Kaaba, Crescent Moon, Prayer Mat, Prayer Beads, Call to Prayer, Ramadan, Eid-ul-Fitr</p>
<p><i>Engage (Communicate)</i></p> <p>To ask and suggest answers to questions about God that are difficult to answer          To realise that some actions are right others are wrong and express my opinion          To collect examples of what people do or think about at religious celebrations and suggest why these celebrations matter to believers          To respond to examples of people who are different working together</p>		

<i>Teaching Christmas</i>	<i>Teaching Easter</i>
<p>To retell the Christmas Story and compare the Bible version with their nativity play</p> <p>To collect examples of what people do, give, sing, remember or think about at Christmas</p> <p>“What is important about Christmas?”</p>	<p>To retell the Easter Story</p> <p>To collect examples of what people do, give, sing, remember or think about at Easter</p> <p>“Why do we celebrate Easter?”</p>

Wonders

# Year 3 - Progression of Skills and Vocabulary in RE

<p><b>Year 3</b></p>	<p><b>Kent Agreed Syllabus 2017-2022 Key Stage 2:</b>  <b>Pupils should extend their knowledge and understanding of religions and world views, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</b></p>
<p><i>Religions and world views</i></p>	<p>Christians and Muslims</p>
<p><i>Key questions</i></p>	
<p>What do different people believe about God? Kent Agreed Syllabus p.50          Why is the Bible important for Christians today? KAS p.51          Why do people pray? KAS p.53          Why are festivals important to religious communities? KAS p.54          What does it mean to be a Christian in Britain today? KAS p.56</p>	<p><i>General Words and Concepts</i>          Values, Forgiveness, Trust, Love, Hope, Sacred Texts</p>
<p><i>Know and Understand (Enquire)</i></p>	
<p>To describe some of the ways in which different religions describe God          To make connections between stories from sacred texts and what beliefs and teachings arise from them          To be able to research into and use a range of words correctly when talking about religion          To make connections between stories, symbols and beliefs with what happens in festivals          To describe and compare the practices of prayer in the religions studied          To describe and compare some ways in which believers express their faith through worship          To suggest reasons why being a Christian is a good thing in Britain today and why it may be hard</p>	<p><i>Christianity Key Vocab</i>          Trinity, Father, Son, Holy Spirit, Gospels, Hymn, Holy communion, Eucharist, Lectern, Sermon, Advent, Lent, Crown of Thorns, Ascension, Pentecost</p>
<p><i>Express Ideas and Insights (Evaluate)</i></p>	
<p>To describe feelings and experiences of a range of issues, including special times          To identify how and why it makes a difference in people's lives to believe in God          To describe and reflect on ways in which prayer can comfort and challenge believers          To begin to see some similarities in different religions and link together aspects of religious life and practice</p>	<p><i>Other World Religions Key Vocab</i>          Prophet, Id-ul-Adha, Shahada, Hajj, 5 Pillars, Imam, Charity, Arabic</p>
<p><i>Engage (Communicate)</i></p>	
<p>To ask questions and respond to different ideas about God</p>	

<p>To be able to describe some of the ways in which people show that religion is important to them and recognise different viewpoints</p> <p>To discuss their own and others' ideas about why humans do bad things and how people try to put things right</p> <p>To explore ideas about what is worth celebrating and remembering</p> <p>To discuss ways in which people of different faiths and beliefs help others</p>	
<i>Teaching Christmas</i>	<i>Teaching Easter</i>
<p>To retell the Christmas Story and compare the Bible version to story books and/or nativity plays</p> <p>To suggest meanings for some symbols and traditions used in the Christian celebration of Christmas</p> <p>“Does it matter that there are many different versions of the Christmas Story?”</p>	<p>To retell the Easter Story including events from Holy Week</p> <p>To suggest meanings for some symbols and traditions used in the Christian celebration of Easter</p> <p>“Which is more important - Christmas or Easter?”</p>

# Year 4 - Progression of Skills and Vocabulary in RE

<p><b>Year 4</b></p>	<p><b>Kent Agreed Syllabus 2017-2022 Key Stage 2:</b>  <b>Pupils should extend their knowledge and understanding of religions and world views, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</b></p>	
<p><i>Religions and world views</i></p>	<p>Christians and Hindus</p>	
<p><i>Key questions</i></p>		
<p>Why is Jesus inspiring to some people? Kent Agreed Syllabus p.52          Why are festivals important to religious communities? KAS p.54          Why do some people think that life is like a journey and what significant experiences mark this? KAS p.55          What does it mean to be a Hindu in Britain today? KAS p.57          What can we learn from religions about deciding what is right and wrong? KAS p.58</p>		<p><i>General Words and Concepts</i>          Good, Evil, Darkness, Light, Rite of Passage, Pilgrimage</p>
<p><i>Know and Understand (Enquire)</i></p>		
<p>To make connections with some beliefs and teachings about aims and duties in the lives of believers          To give examples of ways in which some inspirational people have been guided by their faith          To explore and define some of the key words used when studying religion          To recognise some important places of worship and explain the significance of worship          To identify similarities and differences in the way festivals are celebrated within and between religions          To suggest reasons why being a Hindu is a good thing in Britain today and why it might be hard sometimes</p>		<p><i>Christianity Key Vocab</i>          Holy Land, Jerusalem, Incarnation, Salvation, Resurrection, Judas, Pontius Pilate, Crucifixion, Abbey, Cathedral, Creed, Scripture</p>
<p><i>Express Ideas and Insights (Evaluate)</i></p>		
<p>To realise that some features of a religion influence my own life          To ask questions raised by the stories and life of Jesus and followers today and give examples of how Christians are inspired by Jesus          To ask questions and give ideas about what matters most to believers in festivals          To suggest reasons why marking the milestones of life are important to people of different religions          To make connections between stories of temptation and why people can find it difficult to be good</p>		<p><i>Other World Religions Key Vocab</i>          Hindus, Brahman, Vishnu, Brahma, Shiva, Rama Sita, Divali, Holi, Rangoli, Om, Lotus, Mandir, Shrine, Murtis, Karma, Reincarnation, Moksha, Dharma</p>
<p><i>Engage (Communicate)</i></p>		
<p>To ask questions and suggest answers about how believers show commitment - using their own ideas about community, belonging and belief</p>		

<p>To discuss their own and others' ideas about how people decide right and wrong, good and bad</p> <p>To suggest some ideas about good ways to treat and help others, arising from their learning</p> <p>To describe how special times and experiences are important to people</p> <p>To present their own ideas about the most important attitudes and values to have today (making links with Christian values)</p> <p>To present their own responses about the role of festivals in Britain today, showing their understanding of values and beliefs</p>		
<i>Teaching Christmas</i>	<i>Teaching Easter</i>	
<p>To retell the Christmas Story from the Bible and talk about the geographical background (e.g. weather, transport, houses and the like)</p> <p>To ask questions and give ideas about what matters most to believers in festivals</p> <p>“What do people spend their time on during Advent and Christmas?”</p>	<p>To retell the Easter Story from the Bible</p> <p>To make connections between the Easter Story and the wider ‘big story’ of the Bible</p> <p>“Why is Good Friday called ‘good’?”</p>	



# Year 5 - Progression of Skills and Vocabulary in RE

<p><b>Year 5</b></p>	<p><b>Kent Agreed Syllabus 2017-2022 Key Stage 2:</b>  <b>Pupils should extend their knowledge and understanding of religions and world views, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</b></p>
<p><i>Religions and world views</i></p>	<p>Christians, Muslims, Atheists and Agnostics</p>
<p><i>Key questions</i></p>	
<p>Why do some people think God exists? Kent Agreed Syllabus p.60          What would Jesus do? (Can we live by the values of Jesus in the twenty-first century? KAS p.61          If God is everywhere, why go to a place of worship? KAS p.63          What does it mean to be a Muslim in Britain today? KAS p.65</p>	<p><i>General Words and Concepts</i>  <b>Theist, Atheist, Agnostic, Respect, Tolerance, Acceptance, Sensitivity</b></p>
<p><i>Know and Understand (Enquire)</i></p>	
<p>To outline clearly a Christian understanding of what God is like and how followers of Jesus should live          To make connections between people's beliefs and the way they live their lives          Describe the forms of guidance a believer uses and compare them to forms of guidance experienced in pupils' lives          To develop a greater religious vocabulary through my enquiry          To define the terms theist, atheist and agnostic          To outline how and why places of worship fulfil special functions in the lives of believers</p>	<p><i>Christianity Key Vocab</i>  <b>Teachings, Mission, Temptation, Palm Sunday Maundy Thursday, Good Friday, Easter Sunday Lent</b></p>
<p><i>Express Ideas and Insights (Evaluate)</i></p>	
<p>To link and compare the way I behave to that of a believer          To express thoughtful ideas about the impact of believing or not believing in God on someone's values and vision for life          To express their own understanding of what Jesus would do in relation to a moral dilemma from the world today          To select and describe the most important functions of a place of worship for the community          To comment thoughtfully on the value and purpose of religious practices and rituals in daily life          To describe and reflect on the significance of sacred texts</p>	<p><i>Other World Religions Key Vocab</i>  <b>Five Pillars of Islam</b></p> <ul style="list-style-type: none"> <li>- <b>Shahadah</b> (profession of faith)</li> <li>- <b>Salahj</b> (prayer)</li> <li>- <b>Zakat</b> (alms, charity)</li> <li>- <b>Sawm</b> (fasting)</li> <li>- <b>Hajj</b> (pilgrimage)</li> </ul> <p><b>Hijab, Ramadan, Charity, Fasting, Halal, Ritual Purity, Lunar Calendar</b></p>
<p><i>Engage (Communicate)</i></p>	
<p>To present different views on why people believe in God or not, including their own ideas          To explain different people's ideas about the things they value (including their own)</p>	

To present ideas about the importance of people in a place of worship, rather than the place itself		
To discuss what it means to be a Muslim in Britain today		
<i>Teaching Christmas</i>	<i>Teaching Easter</i>	
To retell the Christmas Story from the Bible and talk about the historical background (e.g. governing system, roles of people, law and the like)	To retell the Easter Story from the Bible	
To explore and suggest ideas about what is worth celebrating and remembering	Describe how Christians celebrate Holy Week and Easter Sunday (including Lent)	
“Is Christmas only for Christians or for everybody?”	“Does fasting in Lent make you a better person?”	

WACEPS

# Year 6 - Progression of Skills and Vocabulary in RE

<p><b>Year 6</b></p>	<p><b>Kent Agreed Syllabus 2017-2022 Key Stage 2:</b>  <b>Pupils should extend their knowledge and understanding of religions and world views, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</b></p>
<p><i>Religions and world views</i></p>	<p>Christians and Humanists</p>
<p><i>Key questions</i></p>	
<p>What do religions say to us when life gets hard? Kent Agreed Syllabus p.62          Is it better to express your beliefs in arts and architecture or in charity and generosity? KAS p.64          What matters most to Christians and Humanist? KAS p.66          What difference does it make to believe in Ahimsa (harmlessness), Grace or Ummah (community)? KAS p.67</p>	<p><i>General Words and Concepts</i>          Life after death, Charity, Generosity, Religious, Non-religious, Humanists, Moral Code, World Religions, World Views</p>
<p><i>Know and Understand (Enquire)</i></p>	
<p>To outline religious or non-religious beliefs about life after death          To give simple definitions of some key terms to do with life after death          To describe what Christians, mean about humans being made in the image of God and being 'fallen'          To describe and make connections between examples of religious creativity (buildings and art)</p>	<p><i>Christianity Key Vocab</i>          Denomination, Roman Catholic, Baptist, Anglican Pentecostal, Non-conformist</p>
<p><i>Express Ideas and Insights (Evaluate)</i></p>	
<p>To reflect on my own views and feelings on religious issues, e.g. how it affects my values and behaviour          To describe and compare some religious and non-religious values, beliefs and behaviour          To express ideas about how and why religion can help believers when times are hard          To suggest reasons why it might be helpful to follow a moral code and why it might be difficult          To demonstrate an understanding of the value of sacred buildings and art</p>	<p><i>Other World Religions Key Vocab</i></p>
<p><i>Engage (Communicate)</i></p>	

<p>To find out about religious teachings, charities and ways of expressing generosity          To discuss and compare different ways of expressing religion and beliefs          To express their own ideas about some big moral concepts (e.g. fairness &amp; honesty) comparing them with the ideas of others they have studied</p>		
<i>Teaching Christmas</i>	<i>Teaching Easter</i>	
<p>To retell the Christmas Story and listen to some of Handel's 'Young Messiah'</p> <p>To compare and respond thoughtfully to a piece of Christian music and a Bible text that inspired it (e.g. Young Messiah's 'For unto us a son is born' and Isaiah 9 v 6)</p>	<p>To retell the Easter Story from the Bible</p> <p>To explain the links between Jesus' death on the cross and Christians' belief in love and forgiveness</p> <p>"Is Comic Relief Day a bigger festival than Easter?"</p>	