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# High Meadow Community School

## RE Vocabulary, Knowledge and Skills Progression

### Maps

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The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. The RE progression maps outline the skills, knowledge and key vocabulary to be taught in each year group.



## Key Vocabulary

	Christianity	Islam	Hinduism	Judaism	Buddhism	Non - religions
Year 1	<p>God, Church, Cross, Bible, Baptism, Rosary, Christian</p> <p>Jesus, Good Friday, Easter Sunday</p> <p>Holy Week, The Last Supper, bread and wine</p> <p>palm leaf, hot cross buns, cross, Ichthys symbol</p>	<p>Muslim, Allah, Prophet Muhammed</p> <p>Mosque, wudu, prayer mat</p> <p>minbar, mihrab, prayer beads</p> <p>Ramadan, Eid-ul-Fitr, fasting</p> <p>ka'aba, Hajj, Mecca</p> <p>crescent moon and star</p>		<p>Synagogue, ark, Ner Tamid</p> <p>Torah scroll, tzitzit (tassels)</p> <p>tefillin, tallit (prayer shawl)</p> <p>kippah (skullcap)</p> <p>hanukkiah, bimah</p> <p>Shabbat, Genesis</p> <p>Pesach, Moses, Exodus</p> <p>Chanukah, Sukkot</p>		
Year 2	<p>Bible, Jesus, parable, miracle</p> <p>The Golden Rule, Genesis, creation</p> <p>Mother Teresa</p>	<p>Tawhid, Ramadan, Eid-ul-Fitr</p> <p>Mosque, Compass, The Prophet Muhammed (PBUH)</p> <p>The Qur'an, Hijab, Prayer mat</p> <p>Subha, minaret and dome, Mosque, Arabic</p> <p>star and crescent moon</p>		<p>tikkun olam, Tzedekah</p> <p>Tu B'shevat, Torah, Yad</p> <p>Ark, Holy, Sacred</p> <p>Hebrew, Hanukkah/ Chanukah</p> <p>Shabbat, Kippah, Dreidel</p> <p>Synagogue, Torah, Maccabees</p> <p>Jerusalem, Mezuzah, The star of David</p>	<p>The Buddha, Buddhism, Buddhist</p> <p>Meditation, enlightenment, Nirvana</p> <p>puja, Pali Canon, Sanskrit Canon</p> <p>Dharmachakra, Chattra, Dhvaja</p>	Humanism
Year 3	<p>Trinity – Father, Son and Holy Spirit</p> <p>Jesus, Bible, Gospel</p> <p>resurrection, incarnation, salvation</p> <p>disciple, Holy Week, Palm Sunday</p> <p>The Last Supper, Good Friday, Easter</p> <p>Light of the World, The Lord's Prayer</p>	<p>Allah</p> <p>Prophet Muhammad [PBUH]</p> <p>Qur'an</p> <p>The First Surah of the Holy Qur'an</p> <p>Shahadah</p> <p>Prayer beads</p> <p>Calligraphy, Arabic</p> <p>Wudu , Makkah, Sawm</p> <p>Rakah, Dua, Al Fatihah</p>	<p>Trimurti – Brahma, Vishnu, Shiva</p> <p>murti, mandir</p> <p>shrine, puja, Divali, rangoli</p> <p>Lakshmi, Rama and Sita</p> <p>Prasad, bhajans</p> <p>Aarti, Dharma, Artha</p> <p>Moksha, Karma, Bhagavad Gita</p>			<p>Humanist</p> <p>Humanism</p> <p>British Humanist Association</p> <p>atheist, agnostic</p>



# High Meadow Community School RE Vocabulary, Skills and Knowledge Progression Maps



<p>Year 4</p>	<p>Christian Bible, Old and New Testaments chapters and verses, Gospels creation, the Fall, incarnation, salvation temptation, forgive prayer, Bible study confirmation, baptism, communion, confession John the Baptist, Saul/Paul John's Gospel Lent, Christmas, Holy Week, Easter, Harvest Beatitudes</p>	<p>Ramadan Eid-ul-Fitr</p>	<p>sacred thread ceremony Samskaras Ashramas, annyasi Gayatri mantra Vedas Guru Upanayana Diwali Lakshmi</p>	<p>Bar mitzvah, bat mitzvah chayil Sabbath Pesach, Rosh Hashanah Yom Kippur Ten Commandments</p>		<p>Humanism Humanist British Humanist Association Reason Conscience Forgive Guidance right and wrong golden rule</p>
<p>Year 5</p>	<p>Genesis Creator Father, Spirit, Son eternal, almighty holy shepherd, rock, fortress body of Christ prayer and encouragement Anglican and Baptist church</p>	<p>Five Pillars of Islam Haji, zakat, sawm Salat, zakat Ibadah, Shahadah Ummah Tawhid Holy Qur'an Surah 1, Al-Fatihah hafiz, hafiza Sunnah, Hadith Mosque, masjid</p>	<p>shrine pilgrimage Mandir deity</p>	<p>Orthodox synagogue Reform synagogue Western Wall in Jerusalem house of God house of assembly schul (school)</p>		<p>theist, atheist agnostic code for living fairness, freedom, truth, peace</p>
<p>Year 6</p>	<p>good Samaritan Matthew, Luke, Corinthians Justice and fairness Generosity reincarnation judgement, heaven, salvation through Jesus prayers, liturgies Christian Aid, charity Scriptures Cathedral, architecture</p>	<p>Muslim Aid zakat, pillar of faith charity, generous Ummah Mosque geometrical art calligraphy</p>	<p>karma, soul, samsara reincarnation and moksha meditation texts</p>			<p>Humanism afterlife</p>



# Skills and Knowledge Progression

	Christianity	Islam	Hinduism	Judaism	Buddhism	Non - religions
Year 1	<ul style="list-style-type: none"> <li>To identify important Christian symbols and objects</li> <li>To understand what Christians believe about God.</li> <li>To understand who Christians believe God was and some messages he shared.</li> <li>To know how the Bible influences the lives of Christians</li> <li>To say why places of worship are important to the local community.</li> <li>To identify objects in a church and say how they are used and what they mean to believers.</li> <li>To talk about an object that is used in worship, saying how it is used and how it shows what people believe</li> <li>To ask appropriate and respectful questions of believers.</li> <li>To recognise symbols of belonging from their own experience.</li> <li>To think about why symbols of belonging matter to believers.</li> </ul>	<ul style="list-style-type: none"> <li>To identify objects in a mosque and say how they are used and what they mean to believers</li> <li>To talk about an object that is used in worship, saying how it is used and how it shows what people believe</li> <li>To ask appropriate and respectful questions of believers.</li> <li>To recognise symbols of belonging for Muslims</li> <li>To think about why symbols of belonging matter to believers.</li> <li>To identify two ways people show they belong to each other when they get married</li> <li>To respond to examples of co-operation between different people</li> <li>To describe what happens and what is being celebrated at Eid-ul Fitr and Ramadan.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about an object that is used in worship, saying how it is used and how it shows what people believe.</li> <li>To ask appropriate and respectful questions of believer</li> <li>To identify two ways people show they belong to each other when they get married</li> <li>To respond to examples of co-operation between different people.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about an object that is used in worship, saying how it is used and how it shows what people believe.</li> <li>To ask appropriate and respectful questions of believers</li> <li>To identify two ways people show they belong to each other when they get married.</li> <li>To respond to examples of co-operation between different people.</li> </ul>	<ul style="list-style-type: none"> <li>To identify two ways people show they belong to each other when they get married.</li> <li>To respond to examples of co-operation between different people.</li> </ul>	<ul style="list-style-type: none"> <li>To identify important Christian symbols and objects</li> <li>To understand what Christians believe about God.</li> <li>To understand who Christians believe God was and some messages he shared.</li> <li>To know how the Bible influences the lives of Christians</li> <li>To say why places of worship are important to the local community.</li> <li>To identify objects in a church and say how they are used and what they mean to believers.</li> <li>To talk about an object that is used in worship, saying how it is used and how it shows what people believe</li> <li>To ask appropriate and respectful questions of believers.</li> <li>To recognise symbols of belonging from their own experience.</li> <li>To think about why symbols of belonging matter to believers.</li> </ul>



	<ul style="list-style-type: none"> <li>• To give an account of what happens at a traditional Christian infant baptism and suggest what the actions and symbols mean.</li> <li>• To identify two ways people show they belong to each other when they get married</li> <li>• To respond to examples of co-operation between different people</li> <li>• To identify a special time you celebrate and describe its importance</li> <li>• To describe how a festival is celebrated.</li> <li>• To know why Christians celebrate Easter</li> <li>• To tell stories connected with Easter and say why these are important to Christians</li> <li>• To suggest meanings for some symbols used in the Christian celebration of Easter.</li> </ul>					<ul style="list-style-type: none"> <li>• To give an account of what happens at a traditional Christian infant baptism and suggest what the actions and symbols mean.</li> <li>• To identify two ways people show they belong to each other when they get married</li> <li>• To respond to examples of co-operation between different people</li> <li>• To identify a special time you celebrate and describe its importance</li> <li>• To describe how a festival is celebrated.</li> <li>• To know why Christians celebrate Easter</li> <li>• To tell stories connected with Easter and say why these are important to Christians</li> <li>• To suggest meanings for some symbols used in the Christian celebration of Easter.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• To give reasons why a holy book is considered to be 'holy'.</li> <li>• To re-tell parables from the Bible and explain the meaning behind them.</li> <li>• To identify and talk about the meaning of at least two teachings of Jesus.</li> <li>• To re-tell a story from the Bible and other holy texts and suggest</li> </ul>	<ul style="list-style-type: none"> <li>• To talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</li> <li>• To re-tell a story about the life of the Prophet Muhammad.</li> <li>• To recognise some objects used by Muslims and suggest why they are important.</li> <li>• To identify some ways Muslims mark Ramadan</li> </ul>		<ul style="list-style-type: none"> <li>• To explain how the mezuzah in the home reminds Jewish people about God.</li> <li>• To ask questions about how Jewish artefacts are used and their meaning.</li> <li>• To explain how Shabbat is a special day of the week for Jewish people.</li> <li>• To identify examples of what Jewish people</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the four principal stages of the Buddha's life.</li> <li>• To recognise and discuss some of the key teachings of the Buddha such as the three kinds of good action.</li> <li>• To respond thoughtfully to the three kinds of good action.</li> <li>• To identify how religious believers care</li> </ul>	



	<p>the meaning of this story.</p> <ul style="list-style-type: none"> <li>To suggest answers to questions arising from stories.</li> <li>To talk about issues of good and bad, right and wrong arising from the teachings.</li> <li>To recognise that sacred texts contain stories which are special to many people and should be treated with respect.</li> <li>To explain what Jesus said about the importance of people.</li> <li>To identify how religious believers care for people and the world.</li> <li>To give simple reasons why Jesus told the story of the Good Samaritan.</li> <li>To identify the 'Golden Rule', and what might happen if people followed this idea more.</li> <li>To explore creative ideas about what the creation story says about God.</li> </ul>	<p>and celebrate Eid-ul-Fitr and how this might make them feel.</p> <ul style="list-style-type: none"> <li>Cooperation between people who are different.</li> <li>To give reasons why a holy book is considered to be 'holy'.</li> <li>To suggest a meaning for the story of Prophet Muhammad and the Black Stone.</li> <li>To suggest answers to questions arising from stories.</li> <li>To talk about issues of good and bad, right and wrong arising from the teachings.</li> <li>To recognise that sacred texts contain stories which are special to many people and should be treated with respect.</li> <li>To identify how religious believers care for people and the world.</li> </ul>		<p>might do to celebrate Shabbat.</p> <ul style="list-style-type: none"> <li>To re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means.</li> <li>To give reasons why a holy book is considered to be 'holy'.</li> <li>To suggest answers to questions arising from stories</li> <li>To talk about issues of good and bad, right and wrong arising from the teachings.</li> <li>To recognise that sacred texts contain stories which are special to many people and should be treated with respect.</li> <li>To identify how religious believers care for people and the world.</li> <li>To explain the Jewish practice of Tzedekah.</li> <li>To identify the links between the teaching in the Torah and caring.</li> </ul>	<p>for people and the world.</p>	
<p>Year 3</p>	<ul style="list-style-type: none"> <li>*To make connections between some of the teachings of Jesus and the way Christians live today.             <ul style="list-style-type: none"> <li>To identify the most important parts of Easter for Christians and say why they are important.</li> </ul> </li> <li>To give simple definitions of some key Christian terms and illustrate them with events from Holy Week and Easter.</li> </ul>	<ul style="list-style-type: none"> <li>To describe the practice of prayer in the religions studied.</li> <li>To describe some of the ways in which Muslims describe God.</li> <li>To ask questions and suggest some responses to ideas about God.</li> <li>To suggest why having a faith or belief in something can be hard.</li> </ul>	<ul style="list-style-type: none"> <li>To describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</li> <li>To describe the practice of prayer in the religions studied.</li> <li>*To describe how Hindus show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</li> </ul>			



	<ul style="list-style-type: none"> <li>Identify the most important parts of Easter for Christians and say why they are important.</li> <li>To describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</li> <li>To describe ways in which prayer can comfort and challenge believers.</li> <li>To make connections between what people believe about prayer and what they do when they pray.</li> <li>To describe the practice of prayer in the religions studied.</li> <li>To describe some of the ways in which Christians describe God</li> <li>To ask questions and suggest some responses to ideas about God.</li> <li>To suggest why having a faith or belief in something can be hard.</li> <li>To identify how and say why it makes a difference in people's lives to believe in God.</li> </ul>	<ul style="list-style-type: none"> <li>To identify how and say why it makes a difference in people's lives to believe in God.</li> </ul>	<ul style="list-style-type: none"> <li>To describe some ways in which Hindus express their faith through puja, aarti and bhajans.</li> <li>To suggest why being a Hindu is a good thing in Britain today, and why it might be hard sometimes.</li> <li>To discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs help others.</li> <li>* To describe some of the ways in which Hindus describe God.</li> <li>To ask questions and suggest some responses to ideas about God.</li> <li>To suggest why having a faith or belief in something can be hard.</li> <li>To identify how and say why it makes a difference in people's lives to believe in God.</li> </ul>			
<p>Year 4</p>	<ul style="list-style-type: none"> <li>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</li> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</li> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</li> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</li> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</li> </ul>		<ul style="list-style-type: none"> <li>Identify some of the celebrations that form a part of my own life</li> <li>Make links between things that are important in our community and celebrations that are held or could be held</li> </ul>

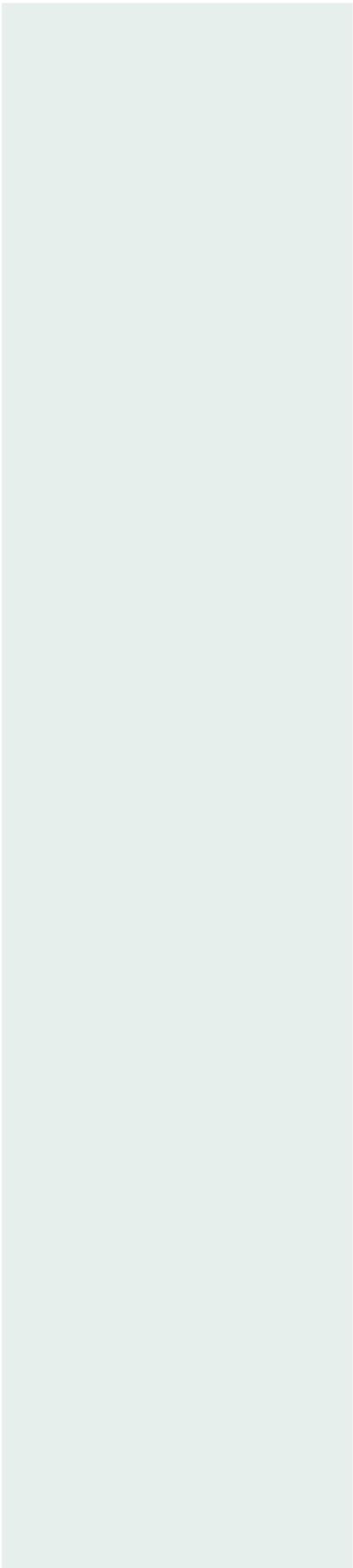


- Identify similarities and differences in the way festivals are celebrated within and between religions
- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.
- Make links between beliefs about Jesus and the celebration of Easter.
- Make links between the symbols used by churches and Christians in holy week and the celebration of Easter.
- Suggest what matters most to believers at Easter/Id ul Fitr/Divali/Pesach
- Describe what Christians and/or people from other religions believe makes their book sacred or holy.
- Describe how the bible is divided into books, chapters and verses, and arranged in two 'Testaments.'
- Describe some things that Christians find helpful about reading their Bible?
- Look for similarities and differences

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- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.
- Suggest what matters most to believers at Easter/Id ul Fitr/Divali/Pesach.
- Describe a wedding ceremony for two different religions.
- Describe what Christians and/or people from other religions believe makes their book sacred or holy.

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- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.
- Suggest what matters most to believers at Easter/Id ul Fitr/Divali/Pesach
- Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha.
- Describe the significance of the Hindu sacred thread ceremony
- Describe a wedding ceremony for two different religions
- Describe what Christians and/or people from other religions believe makes their book sacred or holy.

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- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.
- Suggest what matters most to believers at Easter/Id ul Fitr/Divali/Pesach
- Describe ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong
- Explain how Golden Rule can be found in the thinking of many different groups of people including Jewish people, suggest ways Jewish people might follow the rule
- Give examples of how the ten commandments might show Jewish people how to live
- Describe a wedding ceremony for two different religions
- Describe what Christians and/or people from other religions believe makes their book sacred or holy.



- Describe what temptation is and how it can affect people's behaviour.
- Make links between stories about temptation examples of people being tempted now
- Describe how life is seen as a journey by some people
- Think of reasons why some people have rituals to mark important life events



	<p>between their own ideas about God and some Christian ideas</p> <ul style="list-style-type: none"><li>• Find out more about the ways Christians think of God and see the world</li><li>• Describe the story of Genesis chapter 1 and think and talk about the meaning of temptation.</li><li>• Describe Jesus' teaching about forgiveness.</li><li>• Describe two things that Christians do to show their faith making connections to a Christian belief or teaching for each.</li><li>• Describe how one hymn or song shows specific Christian beliefs or teaching</li><li>• Describe two things that might be hard or a challenge about being a Christian</li><li>• Give reasons why Christians and others help other people.</li><li>• Describe an example of a Christian you have studied who helped others by his or her actions. Why did they do this?</li><li>• Describe ways in which followers of Judaism</li></ul>			<ul style="list-style-type: none"><li>• Describe what happens at a Jewish Bar or Bat Mitzvah ceremony</li></ul>		
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	<p>and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong</p> <ul style="list-style-type: none"> <li>Describe two different Christian celebrations of belonging/initiation</li> <li>Describe a wedding ceremony for two different religions</li> <li>Consider questions about the importance and significance to Christians of different forms of baptism</li> </ul>					
Year 5	<ul style="list-style-type: none"> <li>Outline clearly a Christian understanding of what God is like, using examples and evidence</li> <li>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging</li> <li>Express thoughtful ideas about the impact of believing or not believing in God on someone's life</li> <li>Outline Jesus' teaching on how his followers should live</li> <li>Offer interpretations of two of Jesus' parables</li> </ul>	<ul style="list-style-type: none"> <li>Present different views on why people believe in God or not, including their own ideas</li> <li>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</li> <li>Describe and reflect on the significance of the Holy Qur'an to Muslims</li> <li>Make connections between the key functions of the mosque and the beliefs of Muslims</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between how believers feel about places of worship in different traditions</li> <li>Select and describe the most important functions of a place of worship for the community</li> <li>Make links between Hindu beliefs and worship.</li> </ul>	<ul style="list-style-type: none"> <li>Present different views on why people believe in God or not, including their own ideas</li> <li>Make connections between how believers feel about places of worship in different traditions</li> <li>Select and describe the most important functions of a place of worship for the community</li> <li>Make links between Jewish beliefs and features of Jewish places of worship.</li> </ul>		<ul style="list-style-type: none"> <li>Present different views on why people believe in God or not, including their own ideas</li> </ul>



	<p>and say what they might teach Christians about how to live</p> <ul style="list-style-type: none"> <li>• Explain the impact Jesus' example and teachings might have on Christians today</li> <li>• Make connections between how believers feel about places of worship in different traditions</li> <li>• Select and describe the most important functions of a place of worship for the community</li> <li>• Make links between Christian beliefs and features of these places of worship.</li> </ul>					
Year 6	<ul style="list-style-type: none"> <li>• Outline Christian beliefs about life after death</li> <li>• Explain some reasons why Christians and Humanists have different ideas about an afterlife</li> <li>• Describe and make connections between examples of religious creativity (buildings and art)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and make connections between examples of religious creativity (buildings and art)</li> <li>• Show understanding of the value of sacred buildings and art</li> <li>• Make connections between beliefs and behaviour in different religions (</li> <li>• Make connections between belief in ahimsa, grace and Ummah,</li> </ul>	<ul style="list-style-type: none"> <li>• Outline Hindu beliefs about life after death</li> <li>• Make connections between beliefs and behaviour in different religions</li> <li>• Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions</li> <li>• Outline the challenges of being a Hindu,</li> </ul>			<ul style="list-style-type: none"> <li>• Outline nonreligious beliefs about life after death</li> <li>• Explain some reasons why Christians and Humanists have different ideas about an afterlife</li> <li>• Describe and make connections between examples of religious creativity (buildings and art)</li> </ul>



	<ul style="list-style-type: none"> <li>• Show understanding of the value of sacred buildings and art</li> <li>• Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples</li> <li>• Describe some Christian and Humanist values simply</li> <li>• Make connections between beliefs and behaviour in different religions</li> <li>• Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions</li> <li>• Outline the challenges of being a Hindu, Christian or Muslim in Britain today</li> </ul>	<p>teachings and sources of wisdom in the three religions</p> <ul style="list-style-type: none"> <li>• Outline the challenges of being a Hindu, Christian or Muslim in Britain today</li> </ul>	<p>Christian or Muslim in Britain today</p>			<ul style="list-style-type: none"> <li>• Show understanding of the value of sacred buildings and art</li> <li>• Describe some Christian and Humanist values simply</li> </ul>
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