

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	God	Nativity	Helping others	Easter	Being unique	Caring for the world
Year 1	Christianity	Judaism	Christianity	Christianity	Christianity	Judaism
Theme	Baptism and church family	Mitzvot	Parables Christmas	Prayer	Pentecost	Prayers and blessings
Year 2	Judaism	Christianity	Islam	Christianity	Christianity	Judaism
Theme	Repentance	Jesus as saviour	Allah and mercy	Resurrection	Disciples	Torah
Year 3	Christianity	Islam	Hinduism	Christianity	Christianity	Judaism
Theme	Reconciliation	Submission and obedience	Karma	The cross and sacrifice	Kingdom of God	Covenant with God
Year 4	Christianity	Islam	Hinduism	Sikhism	Christianity	Sikhism
Theme	Saving and serving	Muhammed	Dharma	Gurus	Mission	Equality
Year 5	Christianity	Islam	Hinduism	Judaism	Christianity	Buddhism
Theme	Gospel	Qur'an	Moksha	Holiness	Eucharist	Enlightenment
Year 6	Christianity	Islam	Hinduism	Buddhism	Christianity	Humanism
Theme	Jesus as God incarnate	Tawhid	Brahman and Atman	Triple refuge	Life and death	Happiness

RE Progression of Skills

	<u>Theology – I am a theologian because I understand where beliefs come from and how they relate to each other. I study religious texts and stories.</u>	<u>Human and social sciences (community)– I am a social scientist because I explore the diverse ways in which people come together to practise their beliefs as part of a community.</u>	<u>Human and social sciences (individual)– I am a social scientist because I study the outworking of faith at an individual level including how beliefs influence important decision making and philosophical perspectives.</u>
<u>R</u>	Remember something that happens in a faith story	Recognise something a person is doing because of their religion e.g praying Recognise an object, picture or word that is important to a religious person	
<u>1</u>	remember a faith story and know who it is special to.	recognise and talk about religious art, symbols and words use the right names for things that are special in a religion	talk about things they can learn in stories, including religious stories
<u>2</u>	tell a faith story and say why it might be important to a believer	say what some religious symbols stand for and what some religious art or music are about use the right names for things that people might do in a religion	talk about some things in stories, including religious stories, that make people ask questions
<u>3</u>	describe what a believer might learn from a religious story	use religious words to describe some of the different ways people show their beliefs talk about some things different religious people do that are similar	ask good ('big') questions about life and communicate some of their ideas for answers
<u>4</u>	describe what believers might learn from a religious story about God or life	describe some of the different ways people show their beliefs using religious words, symbols or art describe some similar things religious people do e.g. pray, but that they do differently	ask important questions about life and compare ideas with those of other people, including religious believers
<u>5</u>	make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures)	explain how believers have expressed their religious beliefs (ideas, feelings, etc) in a range of styles and words, and suggest reasons for this describe some things religious people do as part of their faith that are the same and some that are different	ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group
<u>6</u>	make links between the beliefs (teachings, sources, etc) of different religious groups and explain how they are connected to believers' lives	express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and explain what they are trying to convey describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary	compare a range of ideas about the meaning and purpose of life, including their own and those from religious, or non-religious, worldviews

RE Vocabulary based on the Emmanuel Scheme

Vocabulary children should use:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity	God Jesus Nativity Christmas Lent Easter Cross	Baptism Church Christian Parables Worship Holy spirit Forgiving Pentecost bible	Saviour Resurrection Disciple Annunciation Advent	Reconciliation Peacemakers Sacrifice Commitment Kingdom of God Prodigal	Mission Salvation Army Sin Great Commission Marks of Mission	Gospel Lectern Eucharist Passover feast Holy communion	Divine Emmanuel Resurrection Creed Hallelujah
Judaism	Jewish	Jewish Mitzvah Tikkun Olam Tzedakah box Sukkah Shabbat Kippah Synagogue Tallit	Rosh Hashanah Shofar Yom Kippur Repentance Torah Bimah Mezuzah Moses Holy Ark Hebrew	Exodus Passover Seder Shavuot Omer Covenant		Ner Tamid Bar Mitvah Bat Mitvah Holiness	
Islam	Allah Muslim		Qur'an Muhammed Allah Arabic Compassionate Islam	Submission Bismillah Salat Adhan Muezzin Muslim	Prophet Mosque Shahadah	Revelation Madrassah Cave Hira Hafiz	Tawhid Ummah Kaaba Hajj
Hinduism	Hindu Raksha Bandhan			Hinduism Hindu Karma Moksha Samsara Reincarnation Soul	Dharma Raksha Bandhan Murti Diwali Divas	Yogas Krishna Gita Bhakti Janmashtami	Brahman Atman Deities Ahimsa
Sikhism	Sikh Har Gobind				Sikhism Sikh Guru Guru Nanak Guru Granth Sahib Waheguru Singh Kaur Langar Patka Gurdwara		

Buddhism	Buddhist					Buddha Enlightenment Eightfold Path Dharma wheel Four Noble Truths Meditation	Dharma Sangha Tripe Gem Five Moral Principles Wesak
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