



Knowledge, Skills and Vocabulary Progression (KSV): RELIGIOUS EDUCATION

Teaching and
Learning area

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What should an age-related pupil know and be able to do in each year group?

Bold-Fundamental Knowledge
Highlight - Cross curricular link

EYFS
Discovering

KEY STAGE ONE
Exploring

LOWER KEY STAGE TWO
Connecting

UPPER KEY STAGE TWO
Connecting

Believing
Understand
religious beliefs,
teachings,
sources;
questions about
meaning, purpose
and truth.

Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.

They use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Children know some similarities and difference religious and

Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.

Children can:

1. **Describe the main beliefs of a religion;**
2. **Describe the main festivals of a religion.**

Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.

Children can:

1. **Describe the key teachings and beliefs of a religion;**
2. **Begin to compare the main festivals of world religions;**
3. **Refer to religious figures and holy books.**

Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.

Children can:

1. **Recognise and explain how some teachings and beliefs are shared between religions;**
2. **Explain how religious beliefs can shape the lives of individuals and contribute to society.**

	cultural communities in this country, drawing on their experiences and what has been read in class. They begin to know about their own cultures and beliefs and those of other people They explore, observe and find out about places and objects that matter in different cultures and beliefs.			
<u>Expressing</u> Understand about religious and spiritual forms of expression; questions about identity and diversity	Children offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. They talk about how they and others show feelings.	Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life. Children can: a name religious symbols and the meaning of them; b learn the name of important religious stories;	Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come. Children can:	Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.

	They develop their own narratives in relation to stories they hear from different communities.	retell religious stories and suggest meanings in the story. Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them. Children can: - a identify things that are important in their lives; - b ask questions about the puzzling aspects of life; - c understand that there are similarities and differences between people.	- a begin to identify religious symbolism in different forms of art and communication; - b looking at holy texts and stories, explain meaning in a story; - c express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views. Children can: - a understand that personal experiences and feelings can influence their attitudes and actions; - b offer suggestions about why religious	Children can: - a explore religious symbolism in literature and the arts; - b explain some of the different ways individuals show their beliefs; share their opinion or express their own belief with respect and tolerance for others. Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. Children can:
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			and non-religious leaders and followers have acted the way they have; c ask questions that have no agreed answers, and offer suggestions as answers to those questions d understand that there are similarities and differences between people and respect those differences.	a recognise and express feelings about their identities and beliefs; b explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; c explain why their answers may be different from someone else's and respond sensitively.
Living Learn about religious practices and ways of living Ask and answer questions about values and commitments	Children can expect others to treat their needs, views, cultures and beliefs with respect. Show sensitivity to their own and others' needs.	Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies. Children can:	Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore	Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will

	They work part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and coddle of behaviour, including adults and children, to work together harmoniously. Children think and talk about issues of right and wrong and why these questions matter. They respond to significant experiences	1. Recognise, name and describe religious artefacts, places and practices; 2. explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; 3. observe when practices and rituals are featured in more than one religion or lifestyle. Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make. Children can: look at how values affect a community and individuals;	pilgrimages as a part of a religious life. Children can: a identify religious artefacts and how they are involved in daily practices and rituals; b describe religious buildings and how they are used; c explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values. Children can:	have the opportunity to explore non-religious ways of life. Children can: a explain practices and lifestyles associated with belonging to a faith; b explain practices and lifestyles associated with belonging to a non-religious community; c compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; d show an understanding of the role of a spiritual leader. Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children
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		b explain how actions can affect other people; c understand that they have their own choices to make and begin to understand the concept of morals.	a make informed choices and understand the consequences of choices; b describe how shared values in a community can affect behaviour and outcomes c discuss and give opinions on morals and values, including their own.	begin to strengthen their capacity for moral judgements. Children can: a explain why individuals and communities may have similar and differing values; b show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences; c express their own values while respecting the values of others.
Vocabulary	God, Jesus, baby, Mary, Joseph, story, birthday, wedding, Christmas, Easter, family, people, Angel, idea, feeling, celebrate, star. Bible, nativity, promise, special, place of worship, mosque, church,	God, Jesus, disciples, Mary, Joseph, light, celebration, Bible, promise, special, believe, church, meaning, good, bad, pray, prayer, cross, candle, Christmas, Easter, Harvest, care, Shepherds, star. Issues, links, place of worship, mosque, Christian, similarities, differences, respect, baptism, festival, thanksgiving, praise, remembrance,	symbol cross suffering crucifix, Christ creation belief world God Shiva Brahma Vishnu	Resurrection empty cross belief symbolically ceremony death funeral Symbol Eucharist Chalice Paten Mass Last Supper

	christening, natural world, life cycles, growth, death, shepherds, funeral, human, beliefs. Diwali, Hanukkah, tradition, celebration, culture, faith, religion, religious, Christian, features, sacred, Muslim, similarities, differences, festival, respect, baptism, decay, disciples.	signs, altar, crucifix, value, Jerusalem, natural. Tradition, culture, faith, religion, religious, festival, respect, Eid-ul-fitr, Qur'an, precious, Jewish, Shabbat, Muslim, Allah, belonging, sacred, holy, prophet, symbols, artefacts, denominations, Pentecost, resurrection, community, crucifixion.	ritual routine Paschal candle Easter Church devotion worship temple rites ritual vows ceremony Hinduism Christianity Karma Puja Gandhi Diwali	sacred worship atheists mosque Ritual Ramadan Eid-ul-Fitr Qur'an sheer khurma Creation precious interpretation controversy community Grace Ummah Ahisma Humanism
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