

Religious Education Knowledge and Vocabulary Progression

Our curriculum is built around the Derbyshire Agreed Syllabus and the Understanding Christianity approach. Both of these clearly set out the knowledge that pupils should learn in each unit. There is a focus on the different kinds of knowledge that pupils encounter. This includes not just what they learn (the content), but also how they explore it and how it connects to their own views and experiences.

Substantive knowledge is the key information pupils need to understand and talk about religious and non-religious worldviews. It includes the main content of what is being studied—such as important ideas, truth claims, beliefs, teachings, and practices. It also covers how people within these traditions behave and respond to different situations. While it mainly focuses on religious traditions, it also applies to non-religious worldviews.

Disciplinary knowledge is about how pupils explore and understand the beliefs and practices found in religious and non-religious worldviews. One important part of this is using different **ways of knowing**. This means looking at knowledge in different ways—such as studying statistics, reading historical texts, exploring sacred writings, or listening to people from different traditions. Each method helps us learn something different and can lead us to ask different questions. By using these various approaches, pupils can better understand the worldviews they study and think more deeply about what they learn.

Personal knowledge is about how pupils reflect on what they've learned and form their own responses. It includes their own views, beliefs, and experiences—their personal worldview. It also means understanding that everyone sees the world in their own way, like looking through different 'lenses'. This helps pupils become more aware of their own ideas and assumptions, and encourages them to think carefully about how they view the world and others.

Garden Class: Year A

	Children will know:	Vocabulary and definitions
Autumn 1 – Why is the word God so important to Christians Unit 1 – Reception unit Creation	<p>I know that Christians believe that God created the heavens and the earth.</p> <p>I know the key events from the creation story found in Genesis 1.</p> <p>I know that many Christians believe the earth and everything in it belongs to God and that God gave people the job of taking care of the world.</p> <p>I know in the Creation story, Adam is tasked with naming and looking after the animals.</p> <p>I know that many Christians try to treat God's name with respect.</p> <p>I know Jesus told stories or parables about how much God loves them (the parable of the precious pearl)</p>	<p>Christians – People who believe in Jesus and follow God.</p> <p>God – The Creator of everything, who loves and takes care of us.</p> <p>Creation – Everything that God made, like the world and all living things.</p> <p>Adam – The first man created by God in the Bible.</p> <p>Eve – The first woman created by God in the Bible.</p> <p>Bible – A special book for Christians that tells about God and Jesus.</p> <p>Parable – A short story that teaches a lesson.</p> <p>Precious – Something very special and valuable.</p> <p>Jesus – God's Son, who came to teach people to love one another.</p> <p>Pearl – A small, shiny, round treasure that comes from the inside of a shell in the sea</p>

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<p>Autumn 2 -Why do Christians perform Nativity plays at Christmas? Unit 2 – Reception unit Incarnation</p>	<p>I know the key events from the Christian Christmas story. I know what the term incarnation means (God come to earth as a human and as God) I know Christians believe that incarnation happened to Jesus. I know who Christians believe first visited Jesus in the stable and why. I know about the timeline of the story and that most Christians believe that the wise men/Magi arrived when Jesus was one or two years old. I understand that some stories change over time and that it is important for believers to return to and study the original text. I know some Christians perform nativity plays to retell the story so that others can find out more about the Christian belief of incarnate.</p>	<p>Incarnation – When God became a person, as Jesus. Jesus – God's Son, who came to teach people how to love each other. Christmas – A holiday when Christians celebrate the birth of Jesus. Mary – The mother of Jesus. Joseph – The husband of Mary and the earthly father of Jesus. Shepherds – People who take care of sheep. They visited baby Jesus. Angel – A special messenger from God who brings good news. Star – A bright light in the sky. A star led the wise men to Jesus. Magi – Wise men who travelled to see baby Jesus and brought him gifts. Manger – A simple place where animals eat, and where baby Jesus was laid after he was born.</p>
<p>Spring 1 -Who is Jewish and how do they live? Unit 9 – Year 1 unit Judaism</p>	<p>I know what is precious to the Jewish way of life I know the Torah is the Jewish holy text and know how stories found in the Torah are important I know what the mezuzah and the Shema prayer is and what they mean for believers. I know how and why Jewish people celebrate Shabbat I know the story of Chanukah and how Jewish people celebrate</p>	<p>Synagogue – A place where Jewish people go to pray and learn about God. Torah – The special book of laws and stories for Jewish people. Jewish – People who follow the religion of Judaism and believe in God. Mezuzah – A small box with prayers that Jewish people put on their doorframes. Shabbat – The Jewish day of rest, usually on Friday night and Saturday. Shema – A prayer that Jewish people say to remember that God is one. God – The Creator of everything, who loves and cares for us. Chanukah – A Jewish holiday where people celebrate the miracle of light. Dreidel – A spinning top used during Chanukah to play a fun game. Star of David – A special symbol of Judaism, often shown as two triangles.</p>

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<p>Spring 2 – Why does Easter matter to Christians Unit 16 – Year 2 unit Salvation</p>	<p>I recognise that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the Bible. T I know the key events of Holy Week and Easter, making links with the Christian belief of salvation. I know how Christians show their beliefs about Jesus being their saviour within celebrations and worship in church at Easter. I know about the instructions that Christians believe that Jesus gave his followers about how to behave. I know what the story of Easter means for Christians today and why they put their hope in heaven.</p>	<p>God – The Creator of everything, who loves and takes care of us. Salvation – Being saved by God so we can live with Him forever. Saviour – Someone who saves or helps others, like Jesus. Resurrection – When someone comes back to life, like Jesus did. Eternal life – Living forever with God after we die. Secular – Things that are not related to religion or God. Easter – A holiday when Christians celebrate Jesus coming back to life. Worship – Showing love and respect to God. Good Friday – The day Christians remember when Jesus died on the cross. Religious – Things that are about God and faith.</p>
<p>Summer 1 – How should we care for the World and others and why does it matter? Unit 12 – Year 1 unit Thematic</p>	<p>I know stories and texts that say something about different people being unique and valuable I know that these stories link to Christian and Jewish worldviews and the belief that God loves all people. I know the story of Creation from Genesis 1 and what this tells Christians and Jews about caring for the world. I know different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the Bible and the Torah. I know why people who are religious and non-religious should care for others and look after the natural world.</p>	<p>Community – A group of people who live or work together and help each other. World – The Earth where we live, with all its people, animals, and plants. Psalm – A song or prayer in the Bible that praises God. Stewardship – Taking care of things, like the Earth or other people, in a responsible way. Love – Caring for others with kindness and warmth. Genesis – The first book in the Bible that tells the story of how the world was created. Religious – Things that are about God or faith. Non-religious – Things that are not about God or faith. Christian – A person who follows Jesus and believes in God. Jews – People who follow Judaism and believe in one God</p>

Religious Education Knowledge and Vocabulary Progression

Summer 2 – What makes some places
 special to believers
 Unit 18 – year 2 unit
 thematic

I know the names of various places of worship and know why they are important to many believers.
 I know what the key features of a church is
 I know what the key features of a mosque is
 I know what the key features of a synagogues
 I know some of the similarities that all places of worship have
 I know how different places of worship support their local communities in practical ways.

Worship – Showing love and respect to God through prayer, songs, or actions.
Jewish – People who follow Judaism and believe in one God.
Holy – Something very special because it is close to God.
Christian – A person who follows Jesus and believes in God.
Muslim – A person who follows Islam and believes in one God, Allah.
Community – A group of people who live, work, or help each other.
Mosque – A place where Muslims go to pray.
Sacred – Something very special and treated with great respect because it is connected to God.
Church – A place where Christians go to pray and worship God.
 Synagogue – A place where Jewish people go to pray and learn about God.
Place of Worship – A special place where people go to pray and connect with God.
Shabbat – The Jewish day of rest, usually starting Friday evening and ending Saturday evening.

Religious Education Knowledge and Vocabulary Progression

Garden Class: Year B

	Children will know:	Vocabulary and definitions
Autumn 1 – Who do Christians say made the World Year 1 unit Creation	<p>I know the key events of the creation story and can retell it using key vocabulary</p> <p>I know some Christians believe different things about creation.</p> <p>I know some of the similarities and differences found within the creation story</p> <p>I know how Christians may choose to praise God for Creation</p>	<p>Creation – Making something new.</p> <p>World – The big place where we all live.</p> <p>Belief – Thinking something is true.</p> <p>Thank – To say or show you are happy for what someone did for you.</p> <p>Harvest – Picking fruits, vegetables, or grains when they are ready to eat.</p> <p>God – A powerful being that many people pray to and love.</p> <p>Believe – To know in your heart that something is real or true.</p> <p>Bible – A special book for Christians that tells stories about God and how to live.</p> <p>Genesis – The first book in the Bible that talks about how the world began.</p> <p>Praise – To say good things about someone, especially about God.</p>
Autumn 2 -Why does Christmas matter to Christians Year 1 unit Incarnation	<p>I know what the term's secular and religious mean</p> <p>I know the key events from the Christmas story</p> <p>I know how Christmas is celebrated today</p> <p>I know which traditions are secular and which are religious.</p> <p>I know how and why religious artwork helps Christians today to celebrate the key events from the story.</p>	<p>Incarnation – When God became a human, as Jesus.</p> <p>Jesus – God's Son, who came to love and help people.</p> <p>Mary – Jesus' mother, who was kind and loved God.</p> <p>Joseph – Mary's husband and Jesus' earthly father.</p> <p>Shepherds – People who take care of sheep. Some visited baby Jesus.</p> <p>Advent – The time before Christmas when we get ready for Jesus' birth.</p> <p>Secular – Things that are not about God or church.</p> <p>Religious – Things that are about God and faith.</p> <p>Birth – When a baby is born and comes into the world.</p> <p>Celebration – A happy time when people come together for something special.</p>

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<p>Spring 1 – Who is a Muslim and how do they live</p> <p>Year 2 Islam</p>	<p>I know some of the key Muslim beliefs about God found in the Shahadah</p> <p>I know about the 99 names of Allah.</p> <p>I know stories about the Prophet and about what these teach Muslims today about ways of living.</p> <p>I know what the five pillars of Islam and how these impact upon the lives of believers.</p> <p>I know about the importance of prayer and what it means for Muslims all over the world.</p>	<p>Shahadah – A special sentence that says Muslims believe in one God and follow Muhammad.</p> <p>Zakat – Giving to people who need help.</p> <p>Muslims – People who believe in Islam.</p> <p>Hajj – A special trip to a holy place called Mecca.</p> <p>Islam – A religion that teaches people to believe in one God and be kind.</p> <p>Sawm – Not eating or drinking in the daytime during Ramadan.</p> <p>Salah – Praying to God five times every day.</p> <p>Tawhid – The belief that there is only one God.</p> <p>Ramadan – A special month when Muslims fast, pray, and be kind.</p> <p>Prophet – A person chosen by God to teach people.</p>
<p>Spring 2 – Which stories and special and why?</p> <p>Reception unit Thematic</p>	<p>I know what stories are special to me and can give reasons for why they are special.</p> <p>I know some stories from different religious worldviews and know why these might be special to a believer.</p> <p>I know what the impact of these stories is on the lives of believers.</p> <p>I know what the learn key events are from different worldviews and can retell stories</p>	<p>Christians – People who love and follow Jesus.</p> <p>Bible – A special book about God and Jesus.</p> <p>Muslims – People who believe in God and follow Islam.</p> <p>Torah – A special book for Jewish people.</p> <p>Believer – Someone who trusts in God.</p> <p>Text – Words in a book.</p> <p>Stories – Fun or important things that happen in a tale.</p> <p>Jews – People who follow the Jewish faith.</p> <p>Qur'an – A special book for Muslims about God.</p> <p>Special – Something important and different.</p>
<p>Summer 1 – What is the good news Christians believe Jesus brings?</p> <p>Year 2 unit Gospel</p>	<p>I know about the concept of 'Gospel'</p> <p>I know Christians believe Jesus brings forgiveness, peace and love</p> <p>I know the story of Matthew the Tax Collector and how this relates to Christians believing that Jesus offers forgiveness, looking at their heart rather than what they have done in the past.</p> <p>I know Jesus gives instructions in the bible and how Christians choose to follow these instructions to live in a Christ like way</p> <p>I know how to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider</p>	<p>Christians – People who love and follow Jesus.</p> <p>Jesus – God's Son who teaches people to love others.</p> <p>Matthew – A man who followed Jesus and wrote part of the Bible.</p> <p>Fishermen – People who catch fish for a living.</p> <p>Disciples – Followers of Jesus who learned from him.</p> <p>Tax collector – A person who collects money for the government.</p> <p>Peace – Feeling calm and happy, not fighting.</p> <p>Forgiveness – Saying sorry and letting go of hurt feelings.</p> <p>Apostles – Special followers of Jesus who helped spread his teachings.</p> <p>Prayer – Talking to God to ask for help or thank Him.</p>

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Summer 2 – Which places
 are special and why?
 Reception unit
 Thematic

I know places that are special in my own life
 I know what places are holy and important for many Christians
 I know what places are holy and important for Muslims
 I know the key features of a church
 I know the key features of a mosque

Christians – People who follow Jesus and believe in God.
Pilgrimage – A special journey to a holy place.
Muslims – People who follow the religion of Islam and believe in God.
Holy – Something special because it is close to God.
Church – A place where Christians go to pray and worship God.
Bible – A special book for Christians that tells about God and Jesus.
Mosque – A place where Muslims go to pray.
Imam – A leader who helps Muslims pray and learn about God.
Qur'an – The holy book for Muslims that teaches about God.
Vicar – A person who leads services and helps at a Christian church.

Religious Education Knowledge and Vocabulary Progression

Garden Class: Year C

	Children will know:	Vocabulary and definitions
Autumn 1 – Who is a Muslim and how do they live? (Part 2) Unit 17 - Year 2 unit Islam	<p>I know some of the key Muslim beliefs about God found in the Shahadah</p> <p>I know about the 99 names of Allah</p> <p>I know the stories about the Prophet and find out about what these teach Muslims today about ways of living. I know what the five pillars of Islam are and how these impact upon the lives of believers.</p> <p>I know about the importance of prayer and what it means for Muslims all over the world.</p>	<p>Muslim – A person who follows Islam and believes in God.</p> <p>Shahadah – The special words that Muslims say to show they believe in God.</p> <p>Zakat – Giving money to help those who need it, as part of being a good Muslim.</p> <p>Hajj – A special trip to the holy city of Mecca that Muslims try to make once in their life.</p> <p>Islam – The religion that Muslims follow, teaching about one God.</p> <p>Prophet – A person chosen by God to share His message with others.</p> <p>Salah – The prayer Muslims say five times a day.</p> <p>Sawm – Fasting, or not eating or drinking during the day, especially in the month of Ramadan.</p> <p>Ramadan – A special month when Muslims fast from sunrise to sunset.</p> <p>Allah – The name for God in Islam.</p>
Autumn 2 – What is the good news Christians believe Jesus brings? Unit 14 - Year 2 unit Gospel	<p>I know the story of Matthew the Tax Collector</p> <p>I know Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past.</p> <p>I know about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way.</p> <p>I know to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider.</p>	<p>Christians – People who love and follow Jesus.</p> <p>Jesus – God's Son, who teaches people how to love others.</p> <p>Matthew – One of Jesus' helpers, who wrote part of the Bible.</p> <p>Fishermen – People who catch fish for a living.</p> <p>Disciples – People who follow Jesus and learn from Him.</p> <p>Tax collector – A person who collects money for the government.</p> <p>Peace – Feeling calm and happy, not upset or fighting.</p> <p>Forgiveness – Saying sorry and not staying mad at someone.</p> <p>Apostles – Jesus' closest helpers, who shared His teachings.</p> <p>Prayer – Talking to God, asking for help, or saying thank you</p>

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<p>Spring 1 - Being special: Where do we belong? Unit 3 – Reception unit Thematic</p>	<p>I know what things are special to me and why I value these things. I know what the key religious symbols are for Christians, Muslims and Hindus. I know the story of Jesus and the children and know why many Christians believe that children are special to God I know how a Muslim welcomes a new baby I know how a Christian welcomes a new baby I know how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.</p>	<p>Muslims – People who follow Islam and believe in one God, Allah. Hindus – People who follow Hinduism and believe in many gods. Christians – People who follow Jesus and believe in God. Jesus – God's Son, who teaches people to love others. Baptism – A Christian ceremony where a person is welcomed into the church, often with water. Raksha Bandhan – A special holiday for Hindus when sisters tie a bracelet (rakhi) around their brothers' wrists, showing love and protection. Welcome – Saying "hello" and making someone feel happy and comfortable. Love – A strong feeling of caring for someone. Special – Something important or different in a good way. Rakhi – A bracelet that sisters tie on their brothers' wrists during Raksha Bandhan to show love and care.</p>
<p>Spring 2 – Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) Unit 4- Reception unit Salvation</p>	<p>I know about the key events from Palm Sunday until Easter Day in the Christian Salvation story. I know that Christians believe that Jesus saved his people from their sins by dying on the cross and rising again three days later. I know some signs and symbols linked to the celebration of Easter I know why Easter signs and symbols are important for believers</p>	<p>Jesus – God's Son, who taught people to love each other. God – The Creator of everything and who loves us. Salvation – Being saved by God to live with Him forever. Easter – A special day when Christians celebrate Jesus coming back to life. Hosanna – A happy word people say to welcome Jesus. Palm – A type of tree with long leaves, waved to welcome Jesus. Good Friday – The day Christians remember when Jesus died. Donkey – An animal Jesus rode on. Sunday – The day Christians celebrate Jesus coming back to life. Disciples – Jesus' helpers who followed Him.</p>

Religious Education Knowledge and Vocabulary Progression

<p>Summer 1 - What does it mean to belong to a faith community? Unit 11 - Year 1 unit Thematic</p>	<p>I know what it means to belong to a faith community. I know where I belong and the communities to which I am a part of. I know how Muslims show they belong and can recognise Muslim artefacts, places of Worship and symbols I know how Christians show they belong and can recognise Christian artefacts, places of Worship and symbols I know how Jewish people show they belong and can recognise Jewish artefacts, places of Worship and symbols</p>	<p>Community – A group of people who live or work together and help each other. Muhammad – The prophet who started the religion of Islam. Shabbat – A special day of rest for Jewish people, usually on Saturday. Allah – The name for God in Islam. Ichthus – A fish symbol used by Christians to show their faith. Faith – Believing in something even when you can't see it. Baptism – A Christian ceremony where a person is welcomed into the church, often with water. Agigah – The Jewish ceremony that celebrates a boy becoming a man, usually at age 13. (Note: it's called <i>Bar Mitzvah</i> in most places, but "Agigah" is used in some cultures.) Parable – A simple story that teaches a lesson or message. Wedding – A ceremony where two people get married.</p>
<p>Summer 2 – What do Christians believe God is like? Unit 10- Year 1 unit God</p>	<p>I know what a parables is, and that Christians believe these stories were told by Jesus to teach his followers about God. I know the parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving. I know what it means for Christians to ask for forgiveness from God and the promise that people will be welcomed back into God's family. I know the story of Jonah and the Big Fish I know the way Christians put their beliefs into practice through worship.</p>	<p>Forgiving – Letting go of hurt feelings and not being angry anymore. Prodigal – Someone who spends too much or makes bad choices, like in the story of the Prodigal Son. Worship – Showing love and respect to God. Nineveh – A city in the Bible where people were told to change their ways. Loving – Caring for others with kindness. Father – A male parent, or a name people use for God, who loves and cares for us. Parable – A simple story that teaches a lesson. Jonah – A man in the Bible who was sent by God to help the people of Nineveh. God – The Creator who loves and takes care of everyone. Holy – Something special because it is close to God.</p>

Religious Education Knowledge and Vocabulary Progression

Meadow Class: Year A

	Children will know:	Vocabulary and definitions
Autumn 1 – What is it like to follow God? Unit 19 – Year 3 unit People of God	<p>I know the story of Noah, and can consider what it was like for him to follow God.</p> <p>I know about the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony.</p> <p>I will know about several texts that share stories from the Old Testament about people of God.</p> <p>I know why it is important to return to the original text for meaning rather than learning the story from videos or children's books.</p> <p>I know about the story of Abram/Abraham and the covenant that he made with God.</p> <p>I know why following God might sometimes feel hard for believers.</p>	<p>Prophets – People chosen by God to share His message.</p> <p>Abram – The name of Abraham before God changed it.</p> <p>Noah – A man in the Bible who built an ark to save animals and his family from a big flood.</p> <p>Wedding – A ceremony where two people get married.</p> <p>Old Testament – The first part of the Christian Bible, which tells stories about God's people before Jesus.</p> <p>Pilgrimage – A special journey to a holy place.</p> <p>Muslims – People who follow Islam and believe in one God, Allah.</p> <p>Holy – Something very special and close to God.</p> <p>Church – A place where Christians go to pray and worship God.</p> <p>Promise – A promise is when someone says they will do something.</p> <p>Abraham – A man in the Bible who made a special promise with God.</p> <p>Covenant – A special agreement or promise between God and people.</p> <p>Righteous – Doing what is right and good, in a way that pleases God.</p> <p>Christians – People who follow Jesus and believe in God.</p>
Autumn 2 - What matters most to Humanists and Christians Unit 36 – Year 5 unit Thematic	<p>I know how to make links with sources of authority that tell people how to be good.</p> <p>I know about the similarities and difference between Christian and Humanist ideas about being good and how people live.</p> <p>I know what it means to follow a moral code</p> <p>I know why following a moral code might be both helpful and difficult.</p>	<p>Humanist – Someone who believes in helping others and living a good life without focusing on religion.</p> <p>Nonreligious – Not following any specific religion.</p> <p>Belief – What someone thinks is true or important.</p> <p>Moral – Knowing what is right and wrong and acting in a good way.</p> <p>Golden Rule – A rule that says you should treat others the way you want to be treated.</p> <p>Humanism – A way of thinking that focuses on human values, helping people, and making the world better.</p> <p>Worldview – The way a person sees and understands the world.</p> <p>Christian – A person who follows Jesus and believes in God.</p> <p>Values – Things that are important to a person, like kindness or honesty.</p> <p>Authority – The power or right to give orders, make decisions, or guide others.</p>

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<p>Spring 1 – Why do Hindus want to be good? Unit 39 – Year 6 unit Hindus</p>	<p>I know what dharma is. I know and can interpret the story of the man in the well form the Mahabharata. I know what the key concepts of Karma, Dharma and samsara are I know how Karma, Dharma and samsara might affect how a Hindu chooses to live their life using the example of two charities.</p>	<p>Dharma – The right way of living and doing what is good and true. Samsara – The cycle of being born, living, dying, and being reborn again. Reincarnation – The belief that after we die, our soul is born again in a new body. Atman – The soul or spirit inside each person. Duty – The things we are supposed to do because they are the right thing to do. Karma – The idea that good actions bring good things, and bad actions bring bad things. Moksha – The freedom from the cycle of reincarnation, when the soul is at peace with God. Brahman – The ultimate, all-powerful spirit in Hinduism that connects everything in the world. Ahimsa – The belief in not hurting or harming others, showing kindness to all living things. Deity – A god or goddess, a being worshiped in religion.</p>
<p>Spring 2 -How do festivals and family life show what matters to Jewish people? Unit 22 – Year 3 unit Judaism</p>	<p>I know about Shabbat and know how different Jews today mark it. I know that Jews are diverse – beginning to use the language of Orthodox and Progressive. I know what Shabbat, Rosh Hashanah, Yom Kippur, and Pesach are I know how festivals link to ideas of forgiveness, remembering, and freedom.</p>	<p>Freedom – The ability to make your own choices and do what you want. Torah – The holy book of the Jewish people, which contains their laws and teachings. Yom Kippur – A Jewish holiday for asking God for forgiveness and making things right with others. Orthodox – A way of practicing a religion in the traditional and strict way. Pesach – A Jewish holiday also called Passover, which celebrates the freedom of the Jewish people from slavery in Egypt. Shabbat – The Jewish day of rest, starting on Friday evening and ending Saturday evening. Rosh Hashanah – The Jewish New Year, a time for reflection and making promises for the year ahead. Shema – A Jewish prayer that declares belief in one God. Progressive – A way of thinking or acting that is open to change and new ideas, especially in religion. Forgiveness – Letting go of anger or hurt and allowing someone to make things right.</p>

Religious Education Knowledge and Vocabulary Progression

Summer 1 – For Christians, when Jesus left; what was the impact of Pentecost?

Unit 26 – Year 4 unit

Kingdom of God

I know about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else.
 I know what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today.
 I know there are links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God.
 I know how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives.

Pentecost: A Christian festival celebrating the day when the Holy Spirit came to the apostles, 50 days after Easter.
Holy Spirit: The third person of the Christian Trinity, believed to be God's presence and power in the world today.
Disciples: Followers of Jesus Christ, especially the twelve chosen ones who were closest to Him.
Lord's Prayer: A prayer taught by Jesus to His disciples, asking God for guidance, provision, and forgiveness.
Baptised: To be immersed in or sprinkled with water as a Christian sacrament, symbolizing purification and entry into the faith.
Tongues: A spiritual gift mentioned in the Bible, where people speak in languages they haven't learned, often as a sign of the Holy Spirit's presence.
Acts: The Book of Acts in the New Testament, which tells the story of the early Christian church after Jesus' ascension.
Trinity: The Christian belief in one God in three persons: God the Father, God the Son (Jesus), and God the Holy Spirit.
Apostles: The twelve main followers of Jesus Christ who spread His teachings after His death and resurrection.

Religious Education Knowledge and Vocabulary Progression

Summer 2 – What is the Trinity and why is important for Christians?
 Unit 20 – Year 3 unit
 Incarnation/ God

I know about the baptism of Jesus and where this is found in the Bible.
 I know what the text about the Baptism of Jesus means for Christians today.
 I will know how Christians show their beliefs about God and the Trinity and how these impacts upon their lives.
 I know about infant and believer's baptism in the church and what this means for Christians today

Trinity – The Christian belief that God is three persons in one: the Father, the Son (Jesus), and the Holy Spirit.
Holy Spirit – God's presence in the world today, who helps and guides people.
Messiah – The promised Saviour in Christianity, believed to be Jesus.
John the Baptist – A man in the Bible who baptized Jesus and taught about repentance.
Believer's Baptism – A Christian ceremony where someone is baptized after choosing to follow Jesus.
Pilgrimage – A special journey to a holy place for religious reasons.
Muslims – People who follow the religion of Islam and believe in one God, Allah.
Holy – Something very special and close to God.
Church – A place where Christians gather to worship and pray.
Father – God, often called the Father in Christianity, who loves and cares for His people.
Jesus – The Son of God, who taught people how to love and save them from sin.
Scripture – Sacred writings, like the Bible in Christianity.
Infant Baptism – A Christian ceremony where babies are baptized, usually as a sign of being welcomed into the church.
Denomination – A group or branch of a religion with its own beliefs and practices, like different types of Christian churches.

Religious Education Knowledge and Vocabulary Progression

Meadow Class: Year B

	Children will know:	Vocabulary and definitions
Autumn 1 – What kind of world did Jesus want? Unit 25 – Year 4 unit Gospel	<p>I know about the concept of ‘Gospel’* which tells the story of the life and teaching of Jesus.</p> <p>I know about the calling of the first disciples and how Christians today try to follow Jesus.</p> <p>I know about Jesus’ actions towards other people and what example these set for the actions of Christians today.</p> <p>I know there are links between the teachings within the Bible and what the meaning of Jesus’ good news for Christians is.</p> <p>I know the parable of the Good Samaritan and the importance of charity within the lives of many Christian people.</p>	<p>Jesus – God’s Son, who taught people to love and follow God.</p> <p>Disciples – Jesus’ followers who learned from Him and helped spread His message.</p> <p>Follower – Someone who listens to and follows the teachings of someone, like Jesus.</p> <p>Clergy – Religious leaders, like priests or ministers, who lead church services.</p> <p>Galilee – A region in Israel where Jesus grew up and taught.</p> <p>Vicar – A Christian priest or minister who leads a church, especially in the Church of England.</p> <p>Parable – A simple story Jesus told to teach a lesson.</p> <p>Samaritan – A person from Samaria, who was considered different by Jews, but in the Bible, Jesus told a story of a good Samaritan who helped others.</p> <p>Gospel – The good news about Jesus’ life, death, and resurrection, told in the first four books of the New Testament.</p> <p>Evangelist – Someone who spreads the message of Jesus, often referring to the writers of the Gospels: Matthew, Mark, Luke, and John.</p>
Autumn 2 – What does it mean if Christians believe God is holy and loving? Unit 31 – Year 5 unit God	<p>I know some ways the Bible says that God is both holy and loving through studying passages from the book of Isaiah and Psalm 103 (Old Testament) and the book of 1 John (New Testament)</p> <p>I know the key vocabulary such as ‘omnipotent, omniscient and eternal’ used to describe the Christian view of God.</p> <p>I know Christians believe that God is forgiving and loving</p> <p>I know the impact that sin can have on the lives of believers.</p> <p>I know that for most Christians, getting to know God is like getting to know a person.</p>	<p>Holy – Something very special because it is close to God.</p> <p>Omnipresent – God is everywhere, all the time.</p> <p>Omniscient – God knows everything, past, present, and future.</p> <p>Believer – Someone who has faith in God or a particular religion.</p> <p>Eternal – Lasting forever, with no end.</p> <p>Loving – Showing kindness, care, and warmth to others.</p> <p>Omnipotent – God is all-powerful and can do anything.</p> <p>Isaiah – A prophet in the Bible who shared God’s messages with the people.</p> <p>John – One of Jesus’ disciples who wrote one of the Gospels in the New Testament.</p> <p>Testament – A term for a part of the Bible (Old or New Testament), meaning a promise or agreement.</p>

Religious Education Knowledge and Vocabulary Progression

<p>Spring 1 – How do festivals and worship show what matters to a Muslim? Unit 21 – Year 3 unit Islam</p>	<p>I know some beliefs about God in Islam, expressed in Surah 1. I know there are clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. I know about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.</p>	<p>Prophet – A person chosen by God to deliver His message to others. Muhammad – The prophet who founded Islam and shared God's message with people. Allah – The name for God in Islam. Fasting – Not eating or drinking for a period of time, often for spiritual reasons. Tawhid – The belief in the oneness of God in Islam. Quran – The holy book of Islam, which Muslims believe was revealed to Prophet Muhammad by Allah. Salah – The Islamic practice of praying five times a day. Ramadan – A special month in Islam when Muslims fast during the day to remember those in need and grow closer to Allah. Sawm – The act of fasting during the month of Ramadan. Eid – A celebration at the end of Ramadan, marking the end of fasting and giving thanks to Allah.</p>
<p>Spring 2 – Creation and science, conflicting or complimentary? Unit 34 – Year 5 unit Creation/Fall</p>	<p>I know about the importance of creation within the 'Big Story' of the Bible. I know the text of Genesis 1 I know Genesis 1 may be interpreted differently by different Christians I know whether Genesis 1 is conflicting or complementary with what science says. I know there are scientists who are religious and those who are not, and can consider how they may or may not find science and faith compatible. I know there are different theological theories that some Christians use to interpret the creation story, suggesting why these may be helpful for believers. I know some people see science and religion as opposites, others do not.</p>	<p>Science – The study of the natural world through observation and experiments. Genesis – The first book of the Bible, which tells the story of the creation of the world. Big Bang Theory – A scientific explanation for how the universe began, with an explosion that started everything. Complementary – Things that work well together or complete each other. Creation – The act of making something, often used to refer to the world and everything in it. Literal – Understanding something exactly as it is written, without interpreting or changing its meaning. Creator – The person or being who makes or causes something to exist, like God in many religions. Conflicting – When two things don't agree or cause disagreement. Interpretation – The way someone understands or explains something. Theory – An idea or explanation based on facts that can be tested and used to understand something.</p>

Religious Education Knowledge and Vocabulary Progression

<p>Summer 1 – Why do Christians believe that Jesus was the Messiah? Unit 38 – Year 6 unit Incarnation</p>	<p>I know what 'incarnation' means and how it fits within the big story of the Bible. I know the key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. I can use theological terms to discuss selected texts alongside key Christian beliefs I know about the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and know about the importance of this for Christians today.</p>	<p>Messiah – The promised Saviour, believed to be Jesus, who would save people. Incarnation – When God became a human being in the person of Jesus Saviour – Someone who saves or rescues others, like Jesus who saves people from sin. Immanuel – A name meaning "God with us," used to refer to Jesus as God's presence on Earth. Micah – A prophet in the Bible who foretold the coming of the Messiah. Theological – Relating to the study or understanding of God and religion. Prophecy – A message or prediction from God about future events. Gospel – The good news about Jesus' life, death, and resurrection, found in the first four books of the New Testament. Prophet – A person chosen by God to share His message with others. Isaiah – A prophet in the Bible who foretold the coming of Jesus and God's plan for salvation.</p>
<p>Summer 2 – Why do some people believe in God and some not? How does faith help people when life gets hard? Unit 42 – Year 6 unit Thematic</p>	<p>I know there are rising numbers of people who identify as 'no religion' I know what the terms atheist, agnostic and theist mean I know about the idea of God using a psychological and theological lens I know some reasons why people may choose not to believe or to believe in God.</p>	<p>Theist – A person who believes in the existence of God or gods. Atheist – A person who does not believe in God or gods. Psychology – The study of the mind and behaviour, exploring how people think, feel, and act. Evidence – Facts or information that support or prove something is true. Psychologist – A person who studies the mind and behaviour, and often helps people with mental health. Agnostic – A person who is unsure whether God or gods exist and believes that it is difficult to know for sure. Humanist – Someone who focuses on human values, ethics, and helping people, often without the need for religion. Philosophy – The study of big questions about life, existence, knowledge, and the right way to live. Reason – The ability to think logically, make decisions, and understand things based on facts and evidence. Theologian – A person who studies God, religion, and religious beliefs.</p>

Religious Education Knowledge and Vocabulary Progression

Meadow Class: Year C

	Children will know:	Vocabulary and definitions
Autumn 1 - What do Christians learn from the Creation story Unit 23 – Year 3 unit Creation/ Fall	<p>I know the stories of Creation and the Fall are two parts of the 'Big Story' of the Bible.</p> <p>I know the first Creation story from Genesis</p> <p>I know the key messages from the creation story for many Christians about the world are about being good and how Christians are called to look after God's world.</p> <p>I know the story of Adam and Eve</p>	<p>Creation – The act of making something, especially the world and everything in it.</p> <p>Catholic – A branch of Christianity with its own traditions and beliefs, led by the Pope.</p> <p>Big Story – A way of describing the overall narrative of life, often referring to religious beliefs like creation, salvation, and the future.</p> <p>Responsibility – The duty to take care of something or someone and make good decisions.</p> <p>Sin – Doing something wrong or against God's rules.</p> <p>Pilgrimage – A special journey to a holy place for religious reasons.</p> <p>Muslims – People who follow Islam and believe in one God, Allah.</p> <p>Holy – Something very special and sacred because it is close to God.</p> <p>Church – A place where Christians go to worship and pray to God.</p> <p>Steward – A person who takes care of something, like the Earth or other people.</p> <p>Interpret – To explain or understand something in a particular way.</p> <p>Genesis – The first book of the Bible, which tells the story of how God created the world.</p> <p>Fall – The event when Adam and Eve disobeyed God, bringing sin and suffering into the world.</p> <p>Temptation – The desire to do something wrong or sinful.</p>

Religious Education Knowledge and Vocabulary Progression

Autumn 2 – What does it mean to be a Hindu in Britain today?
 Unit 29 – Year 4 unit
 Hindus

I know about Brahman and know about lived reality through examining Puja at home, worship in the mandir and the festival of Diwali.
 I know about the idea of dharma through two stories

Hindu – A person who follows Hinduism, a religion that believes in many gods and spiritual teachings.
Puja – A religious ceremony or act of worship in Hinduism, often involving prayers, offerings, and rituals.
Ramayana – An ancient Hindu story about the hero Rama and his adventures, including rescuing his wife, Sita.
Shrine – A special place where people go to worship or honor a deity.
Rama – A hero in Hinduism, the prince of Ayodhya, who is known for his virtue and bravery, and the main character in the *Ramayana*.
Dharma – The right way of living, following moral and spiritual rules in Hinduism.
Deity – A god or goddess in a religion.
Mandir – A Hindu temple, a place where people gather to worship.
Diwali – A major Hindu festival, known as the Festival of Lights, celebrating the victory of light over darkness and good over evil.
Sita – Rama's wife in the *Ramayana*, known for her virtue and devotion.

Religious Education Knowledge and Vocabulary Progression

Spring 1 – Christians and how to live: what would Jesus do?

Unit 37 – Year 6 unit

Gospel

I know there are four gospels and know some of the similarities and differences between them.
 I know that Matthew, Mark and Luke wrote using eyewitness accounts to the life and teachings of Jesus
 I know John used some different sources and includes long reflections on Jesus' teaching.
 I know that there are differences between Jesus' direct teaching and his teaching through parables and other stories that he told.
 I know about the meanings of different biblical texts and what they mean for Christians today.
 I know what Christians believe the 'good news' of Jesus is, and can give examples of Jesus' behaviour that Christians try to follow.
 I know how Christian communities today act and how this is based on Jesus' teachings.

Gospel – The good news about Jesus' life, teachings, death, and resurrection. The first four books of the New Testament (Matthew, Mark, Luke, and John) are called the Gospels.
Theology – The study of God and religious beliefs.
Luke – One of the four Gospel writers in the New Testament, who wrote about Jesus' life and teachings.
Matthew – One of the four Gospel writers in the New Testament, who focused on showing Jesus as the promised Messiah.
Mark – One of the four Gospel writers in the New Testament, who wrote the shortest and earliest Gospel.
Interpretation – The way people understand or explain something, especially religious texts.
Leprosy – A disease mentioned in the Bible, often causing skin sores and being a symbol of sin or separation from society in ancient times.
Christ-like – Acting or living in a way that reflects the teachings and character of Jesus.
Parables – Short stories that Jesus told to teach moral or spiritual lessons.
Commandments – Rules or laws, especially the Ten Commandments, which are moral guidelines given by God in the Bible.

Religious Education Knowledge and Vocabulary Progression

Spring 2 – Why do Christians call the day that Jesus died ‘Good Friday’?

Unit 28 – Year 4 unit

Salvation

I know how the Christian Salvation story fits into the big story of the Bible.
 I know about the main events of holy week
 I can offer suggestions about how people might have felt and responded to the key events of Holy Week
 I know the texts from the Bible that retell the key events of holy week and can suggest what these mean for Christians today.
 I know how Christians today remember, celebrate and respond to the events of holy week and Easter.
 I know there are links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.

Salvation – Being saved from sin and its consequences, often through faith in Jesus.

Jerusalem – A holy city in Israel, central to the life of Jesus, where He was crucified and resurrected.

Resurrection – Jesus rising from the dead on Easter Sunday, which shows victory over death and sin.

Forgiveness – Letting go of anger or punishment toward someone who has wronged you, and showing mercy.

Crucifixion – The method of execution by which Jesus was nailed to a cross and died.

Palm Sunday – The Sunday before Easter, when Jesus entered Jerusalem and people greeted Him with palm branches.

Disciples – The followers of Jesus who learned from Him and spread His word

Sin – Anything that goes against God's laws or separates people from God.

Easter – A Christian holiday celebrating the resurrection of Jesus from the dead.

Calvary – The hill where Jesus was crucified, also called Golgotha.

Religious Education Knowledge and Vocabulary Progression

Summer 1 – For Christians, what kind of king is Jesus?

Unit 41 – Year 6 unit
 Kingdom of God

I know what a parable is
 I know some parables from the Bible and know that most Christians believe that Jesus told some parables to share what the Kingdom of God is like and to invite people to join God's kingdom by letting God rule in their hearts.
 I know there are different ways that Christians may interpret these texts
 I know there are different ways believers put their beliefs into practice, including through worship and service to the community.
 I know what the parables that Jesus told might mean for Christians today and how they may have an impact on how Christians live.
 I know the parable of the great banquet and the parable of the unforgiving servant.
 I know how some Christians interpret these parables as saying that people need to accept the invitation to God's Kingdom and should not get distracted by the temptations of the world, and that forgiveness and mercy is at the heart of what it is to live under God's rule.
 I know some of the ways in which many Christians try to make the world more like God's Kingdom by challenging unjust social structures in their local area and around the world.

Parable – A short story told by Jesus to teach a lesson or moral.
Kingdom – A place or rule, often referring to God's Kingdom, where God's will is done and His people live in peace.
Salvation – Being saved from sin and its consequences, often through faith in Jesus.
Forgiving – Letting go of anger or resentment toward someone who has wronged you.
Unforgiving – Not willing to forgive or let go of hurt feelings toward someone.
Banquet – A large, special meal, often with many guests, sometimes used in the Bible as a symbol of God's blessings.
Biblical – Relating to or found in the Bible.
Inheritance – Something passed down to someone, like land or money, often from family members after they pass away.
Social – Relating to people and society, or how people interact with each other.
Unjust – Not fair or right; treating people unfairly.

Religious Education Knowledge and Vocabulary Progression

Summer 2 – What does it mean to be a Muslim in Britain today? Unit 32 – Year 5 unit Islam

I know about Muslim beliefs about God, the Prophet and the Holy Qur'an.
I know about Muslim sources of authority and how they guide daily living for believers
I know about ibadah and links to the Five Pillars, festivals, and places of worship.
I know about submission, obedience, generosity, self-control and worship;
I know how submission, obedience, generosity, self-control and worship are lived out in the lives of Muslims today.
I know about the lived experience of Muslims in Britain today

Muslim – A person who follows Islam, a religion that believes in one God, Allah, and follows the teachings of the Prophet Muhammad.
Ibadah – Worship or acts of devotion to God in Islam.
Submission – The act of giving up one's will to follow God's will, which is the meaning of being a Muslim.
Ramadan – A holy month in Islam when Muslims fast from dawn to sunset to grow closer to Allah and show empathy for those in need.
Shahadah – The declaration of faith in Islam, saying "There is no god but Allah, and Muhammad is His prophet."
Salah – The practice of praying five times a day, which is one of the Five Pillars of Islam.
Sawm – Fasting during the month of Ramadan, which includes refraining from eating or drinking during the daylight hours.
Zakah – Giving a portion of one's wealth to help the poor and needy, one of the Five Pillars of Islam.
Hajj – A pilgrimage to the holy city of Mecca, which Muslims are required to make at least once in their lifetime if they are able.
Pilgrimage – A journey to a sacred place for religious reasons, like the Hajj in Islam.

Religious Education Knowledge and Vocabulary Progression

Meadow Class: Year D

	Children will know:	Vocabulary and definitions
<p>Autumn 1 – How and why do people try to make the world a better place?</p> <p>Unit 24 – Year 3 unit</p> <p>Thematic</p>	<p>I know how Jewish, Christian, Muslim, and non-religious people try to care for the world.</p> <p>I know what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings.</p> <p>I know why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and nonreligious (e.g Humanist) worldviews.</p> <p>I know about the Jewish idea of Tikkun Olam and can consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views. I can raise my own questions about caring for the world and consider the responsibility that everyone must care for the world.</p>	<p>Tikkun Olam – A Jewish concept meaning "repairing the world" or making the world a better place through good deeds and helping others.</p> <p>Jewish – A person who follows Judaism, a religion that believes in one God and follows the teachings of the Torah.</p> <p>Christian – A person who follows Christianity, a religion based on the life and teachings of Jesus Christ.</p> <p>Muslim – A person who follows Islam, a religion that believes in one God, Allah, and follows the teachings of the Prophet Muhammad.</p> <p>Zakat – A form of charity in Islam, where Muslims give a portion of their wealth to help the poor and needy, one of the Five Pillars of Islam.</p> <p>Stewardship – The responsible management of resources, such as caring for the environment or helping others.</p> <p>Steward – A person who takes care of or manages something, like taking care of the Earth or others' needs.</p> <p>Salvation – Being saved from sin and its consequences, often through faith in God.</p> <p>Humanist – A person who focuses on human values, ethics, and helping others, often without a religious focus.</p> <p>Golden Rule – The principle of treating others as you would like to be treated, found in many religions and philosophies.</p>

Religious Education Knowledge and Vocabulary Progression

<p>Autumn 2 – What do Hindus believe God is like? Unit 27 – Year 4 unit Hindus</p>	<p>I know how Hindus might see the world. I know the concepts of Brahman I know how some stories, and Hindu texts and deities exemplify qualities of Brahman</p>	<p>Hindu – A person who follows Hinduism, a religion with many gods and spiritual teachings. Brahman – The supreme, unchanging reality in Hinduism, believed to be the source of everything. Deity – A god or goddess in a religion. Namaste – A traditional greeting in Hinduism, meaning "I bow to the divine in you." It's a gesture of respect. Shiva – A major god in Hinduism, known as the destroyer and transformer in the universe. Aum – A sacred sound and symbol in Hinduism, representing the universe and the ultimate reality. Atman – The soul or individual self in Hinduism, believed to be a part of Brahman. Lakshmi – The goddess of wealth, prosperity, and good fortune in Hinduism. Vishnu – A major god in Hinduism, known as the protector and preserver of the universe. Brahma – The god of creation in Hinduism, one of the Trimurti (three main gods: Brahma, Vishnu, and Shiva).</p>
<p>Spring 1 -How and why do people mark the significant events of life? Unit 30 – Year 4 unit Thematic</p>	<p>I know the meaning and importance of ceremonies of commitment for religious and non-religious people. I know what the links are between ideas of love, commitment and promises within some ceremonies I know about several rites of passage I know whether it is good for everyone to see life as a journey, and to mark milestones.</p>	<p>Significant: Something that is important or has meaning. Journey: A trip or process of traveling from one place to another, often used to describe personal growth or life experiences. Baptism: A Christian ritual where a person is sprinkled or immersed in water, symbolizing purification and joining the faith. Commitment: A promise or dedication to something or someone. Marriage: A legal and social union between two people, often symbolized by a ceremony. Bar Mitzvah: A Jewish ceremony for boys when they reach the age of 13, marking the transition into adulthood. Bat Mitzvah: A Jewish ceremony for girls when they reach the age of 12 or 13, also marking adulthood. Ceremony: A formal event or ritual, often with special customs or traditions. Wedding: A ceremony where two people get married. Sacred thread: A special thread worn by some Hindu men (especially Brahmins) as a symbol of their faith and responsibilities.</p>

Religious Education Knowledge and Vocabulary Progression

<p>Spring 2 – What difference does the resurrection make to Christians? (What do Christians believe Jesus did to ‘save people?’) Unit 40 – Year 6 unit salvation</p>	<p>I know about the ‘big story’ of the Bible, and can explain the place of incarnation and salvation. I know about accounts of Jesus’ death and resurrection and can compare my thoughts with the different ways that Christians may interpret these texts. I know the connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope. I know how worship on Good Friday and Easter Sunday may vary, because Christians put their beliefs into practice in different ways. I know there are links between the resurrection and forgiveness. I know what happens at a Christian funeral and how this link to the promise of eternal life because of Jesus’ sacrifice on the cross.</p>	<p>Salvation: Being saved or rescued, often in a spiritual sense, from sin or suffering, leading to eternal life. Resurrection: The act of rising from the dead or coming back to life. Interpret: To explain or understand the meaning of something. Sacrifice: Giving up something valuable for the sake of others or for a greater cause. Biblical: Relating to the Bible, the holy scripture in Christianity. Theological: Related to the study or understanding of God and religious beliefs. Gospel: The teachings of Jesus Christ in Christianity, often referring to the first four books of the New Testament. Eternal life: Life that lasts forever, especially the idea of life after death in religious beliefs. Incarnation: The belief that God took human form in Jesus Christ. Funeral: A ceremony or service held to honour and bury someone who has died</p>
<p>Summer 1 – How can following God bring freedom and justice? Unit 35 – Year 5 unit People of God</p>	<p>I know about the story of the Exodus, and can sequence key events and consider different interpretations. I know about connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave. I know there are ways in which some Christians put their beliefs into practice by trying to bring freedom to others. I know what the ten commandments are I know why the People of God were given the ten commandments and what they mean for believers today</p>	<p>People of God: A group of people chosen or guided by God, often used to refer to the Israelites or Christians. Children of Israel: The descendants of Jacob (also known as Israel), often referring to the twelve tribes of Israel in the Bible. Freedom: The state of being free, not controlled or imprisoned. Justice: Fairness or the concept of giving each person what they deserve, especially in terms of rights and law. Moses: A prophet and leader in the Bible who led the Israelites out of Egypt and received God's laws. Exodus: The journey of the Israelites out of slavery in Egypt, led by Moses. Slavery: The condition of being forced to work without freedom, often with harsh conditions. Egypt: A country in North Eastern Africa, significant in the Bible as the place where the Israelites were enslaved before their Exodus. Pharaoh: The ruler of ancient Egypt, often seen as a king or emperor in the Bible. Rescue: The act of saving someone from danger or harm.</p>

Religious Education Knowledge and Vocabulary Progression

Summer 2 – Why is the Torah so important to Jewish people?
 Unit 33 – Year 5 unit
 Judaism

I know that Jews are a diverse group of people
 I know about the different cultural heritages of British Jews.
 I know about the centrality of Torah through examining how a Sefer Torah is constructed, it's place within the synagogue and how different Jews may interpret the Torah in diverse ways.
 I know how different interpretations of the Torah influences dietary choices.
 I know how Jewish practice is being adapted in the light of current thinking on gender and climate.

Torah: The first five books of the Hebrew Bible, containing the laws and teachings of Judaism.
Sefer Torah: A handwritten scroll containing the Torah, used in Jewish religious services.
Orthodox: A traditional branch of Judaism that strictly follows Jewish laws and practices.
Secular: Not related to religion, often referring to people or activities that are non-religious.
Pesach (Passover): A Jewish holiday that celebrates the Israelites' freedom from slavery in Egypt, marked by a special meal (Seder).
Synagogue: A Jewish place of worship and community gathering.
Kosher: Food that is prepared according to Jewish dietary laws.
Progressive: A more modern and flexible approach to Jewish practices, often referring to Reform or Liberal Judaism.
Kashrut: The set of Jewish dietary laws that determine which foods are considered kosher