

World Faith Knowledge and Vocabulary Progression

This document details the knowledge our children will gain for world faiths. In some units learning focusses on more than one religion. In this case the learning specific to the religion only has been included and the unit may appear more than once.

Judaism

Children will know:	Vocabulary and definitions
Garden Class: Year A: Spring 1 -Who is Jewish and how do they live? Unit 9 – Year 1 Unit Judaism 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	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.
Garden Class: Year A: Summer 1 – How should we care for the World and others and why does it matter? Unit 12 – Year 1 unit Thematic 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.	Jews – People who follow Judaism and believe in one God

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Garden Class: Year A: Summer 2 – What makes some places special to believers Unit 18 – year 2 unit thematic	
I can name various places of worship and know why they are important to many believers. I know what the key features of a synagogues I can identify similarities that all places of worship have I know how different places of worship support their local communities in practical ways.	Jewish – People who follow Judaism and believe in one God. Shabbat – The Jewish day of rest, usually starting Friday evening and ending Saturday evening.
Garden Class: Year B: Spring 2 – Which stories and special and why? Reception unit Thematic	
I know what stories are special to me and can give reasons for why they are special. I know some stories from different religious worldviews and know why these might be special to a believer. I know what the impact of these stories is on the lives of believers. I know what the learn key events are from different worldviews and can retell stories	Torah – A special book for Jewish people. Jews – People who follow the Jewish faith.
Garden Class: Year C: Summer 1 - What does it mean to belong to a faith community? Unit 11 -Year 1 unit Thematic	
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 Jewish people show they belong and can recognise Jewish artefacts, places of Worship and symbols	Shabbat – A special day of rest for Jewish people, usually on Saturday. 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.)

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Meadow Class: Year A: Spring 2 -How do festivals and family life show what matters to Jewish people? Unit 22 – Year 3 unit **Judaism**

I can recap work on Shabbat and deepen my knowledge of it by considering 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.

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.

Meadow Class: Year D: Autumn 1 – How and why do people try to make the world a better place? Unit 24 – Year 3 unit **Thematic**

I know how Jewish, Christian, Muslim, and non-religious people try to care for the world.
I know what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings.
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.
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.

Tikkun Olam – A Jewish concept meaning "repairing the world" or making the world a better place through good deeds and helping others.
Jewish – A person who follows Judaism, a religion that believes in one God and follows the teachings of the Torah.

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Meadow Class: Year D: Spring 1 -How and why do people mark the significant events of life? Unit 30 – Year 4 unit Thematic

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 can reflect upon whether it is good for everyone to see life as a journey, and to mark milestones.

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.

Meadow Class: Year D: 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



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Islam

Vocabulary and definitions	
Children will know: Garden Class: Year A: Summer 2 – What makes some places special to believers Unit 18 – year 2 unit thematic I can name various places of worship and know why they are important to many believers. I know what the key features of a mosque is I can identify similarities that all places of worship have I know how different places of worship support their local communities in practical ways.	Muslim – A person who follows Islam and believes in one God, Allah. Mosque – A place where Muslims go to pray.
Garden Class: Year B: Spring 1 – Who is a Muslim and how do they live Year 2 Islam I know some of the key Muslim beliefs about God found in the Shahadah I know about the 99 names of Allah. I know stories about the Prophet and about what these teach Muslims today about ways of living. I know what the five pillars of Islam and how these impact upon the lives of believers. I know about the importance of prayer and what it means for Muslims all over the world.	Shahadah – A special sentence that says Muslims believe in one God and follow Muhammad. Zakat – Giving to people who need help. Muslims – People who believe in Islam. Hajj – A special trip to a holy place called Mecca. Islam – A religion that teaches people to believe in one God and be kind. Sawm – Not eating or drinking in the daytime during Ramadan. Salah – Praying to God five times every day. Tawhid – The belief that there is only one God. Ramadan – A special month when Muslims fast, pray, and be kind. Prophet – A person chosen by God to teach people.
Garden Class: Year B: Spring 2 – Which stories and special and why? Reception unit Thematic I know what stories are special to me and can give reasons for why they are special. I know some stories from different religious worldviews and know why these might be special to a believer. I know what the impact of these stories is on the lives of believers. I know what the learn key events are from different worldviews and can retell stories	Muslims – People who believe in God and follow Islam. Qur'an – A special book for Muslims about God.

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Garden Class: Year B: Summer 2 – Which places are special and why? Reception unit Thematic	
I can reflect upon places that are special in my own life I know what places are holy and important for Muslims I know the key features of a mosque	Muslims – People who follow the religion of Islam and believe in God. 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.
Garden Class: Year C: Autumn 1 –Who is a Muslim and how do they live? (Part 2) Unit 17 -Year 2 unit Islam	
I know some of the key Muslim beliefs about God found in the Shahadah I know about the 99 names of Allah I can recall 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. I know about the importance of prayer and what it means for Muslims all over the world.	Muslim – A person who follows Islam and believes in God. Shahadah – The special words that Muslims say to show they believe in God. Zakat – Giving money to help those who need it, as part of being a good Muslim. Hajj – A special trip to the holy city of Mecca that Muslims try to make once in their life. Islam – The religion that Muslims follow, teaching about one God. Prophet – A person chosen by God to share His message with others. Salah – The prayer Muslims say five times a day. Sawm – Fasting, or not eating or drinking during the day, especially in the month of Ramadan. Ramadan – A special month when Muslims fast from sunrise to sunset. Allah – The name for God in Islam.
Garden Class: Year C: Spring 1 - Being special: Where do we belong? Unit 3 – Reception unit Thematic	
I know what things are special to me and why I value these things. I know what they key religious symbols are for Christians, Muslims and Hindus. I know how a Muslim welcomes a new baby	Muslims – People who follow Islam and believe in one God, Allah.

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Garden Class: Year C: Summer 1 - What does it mean to belong to a faith community? Unit 11 - Year 1 unit Thematic 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	Muhammad – The prophet who started the religion of Islam. Allah – The name for God in Islam.
Meadow Class: Year B: Spring 1 – How do festivals and worship show what matters to a Muslim? Unit 21 – Year 3 unit Islam I can identify 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 can ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.	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.

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Meadow Class: Year C: 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 can make clear links to how these 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.

Meadow Class: Year D: Autumn 1 – How and why do people try to make the world a better place? Unit 24 – Year 3 unit Thematic

I know how Jewish, Christian, Muslim, and non-religious people try to care for the world.
 I know what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings.
 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.
 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.

Muslim – A person who follows Islam, a religion that believes in one God, Allah, and follows the teachings of the Prophet Muhammad.
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.

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Hinduism

Children will know:		Vocabulary and definitions
Garden Class: Year C: Spring 1 - Being special: Where do we belong? Unit 3 – Reception unit Thematic		
I know what they key religious symbols are for Christians, Muslims and Hindus.		Hindus – People who follow Hinduism and believe in many gods.
I know how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.		Raksha Bandhan – A special holiday for Hindus when sisters tie a bracelet (rakhi) around their brothers' wrists, showing love and protection. Rakhi – A bracelet that sisters tie on their brothers' wrists during Raksha Bandhan to show love and care.
Meadow Class: Year A: Spring 1 – Why do Hindus want to be good? Unit 39 – Year 6 unit Hindus		
I know what dharma is.		Dharma – The right way of living and doing what is good and true.
I know and can interpret the story of the man in the well from the Mahabharata.		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.
I can investigate the key concepts of Karma, Dharma and samsara I know how Karma, Dharma and samsara might affect how a Hindu chooses to live their life using the example of two charities.		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.

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Meadow Class: Year C: 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 can reflect on 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.

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Meadow Class: Year D: Autumn 2 – What do Hindus believe God is like? Unit 27 – Year 4 unit Hindus

I can act as philosophers and consider 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

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).

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Meadow Class: Year D: Spring 1 -How and why do people mark the significant events of life? Unit 30 – Year 4 Thematic

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 can reflect upon whether it is good for everyone to see life as a journey, and to mark milestones.

Sacred thread: A special thread worn by some Hindu men (especially Brahmins) as a symbol of their faith and responsibilities.

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Humanism

Vocabulary and definitions	
Children will know:	
Meadow Class: Year A: Autumn 2 - What matters most to Humanists and Christians Unit 36 – Year 5 unit Thematic	
I can make links with sources of authority that tell people how to be good.	Humanist – Someone who believes in helping others and living a good life without focusing on religion.
I know about the similarities and difference between Christian and Humanist ideas about being good and how people live.	Nonreligious – Not following any specific religion.
I know what it means to follow a moral code	Humanism – A way of thinking that focuses on human values, helping people, and making the world better.
I can say why following a moral code might be both helpful and difficult.	
Meadow Class: Year D: Autumn 1 – How and why do people try to make the world a better place? Unit 24 – Year 3 unit Thematic	
I know how Jewish, Christian, Muslim, and non-religious people try to care for the world.	Humanist – A person who focuses on human values, ethics, and helping others, often without a religious focus.
I know what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings.	
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.	
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.	

Children will know:

Vocabulary and definitions

Garden Class: Year A: Summer 1 – How should we care for the World and others and why does it matter? Unit 12 – Year 1 unit **Thematic**

I know why people who are religious and non-religious should care for others and look after the natural world.

World – The Earth where we live, with all its people, animals, and plants.

Love – Caring for others with kindness and warmth.

Non-religious – Things that are not about God or faith.

Meadow Class: Year B: 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

I know there are rising numbers of people who identify as 'no religion'

Theist – A person who believes in the existence of God or gods.

I know what the terms atheist, agnostic and theist mean

Atheist – A person who does not believe in God or gods.

I can examine the idea of God using a psychological and theological lens

Psychology – The study of the mind and behaviour, exploring how people

I know some reasons why people may choose not to believe or to believe

think, feel, and act.

in God.

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