



Bathwick Progression Document in RE (including vocabulary)

A Year Six child will leave Bathwick knowing about the key concepts that underpin the teachings and beliefs of Christianity and other major world religions. They will be able to reflect on their own religious perspective and personal beliefs, and articulate their thoughts about religious teachings and their own spirituality. Bathwick pupils will have a deepening understanding of the place of religious faith in society today, both locally and around the world. Through a diverse and engaging curriculum and positive encounters with people of different faiths and none, pupils will engage sensitively with those who hold beliefs and worldviews that are similar and different to their own, demonstrating empathy and respect. Pupils at Bathwick will have experienced and recognise the ways in which religious beliefs influence and are expressed through art, literature and music. They will discern how values, beliefs and teachings impact believers' life-choices, rituals and social engagement. They will be curious about the diversity of the global community to which they belong, and compelled to challenge prejudice and injustice when they see it. Bathwick pupils will have been afforded opportunities to contemplate the answers provided by religions and worldviews to life's 'big questions' and mysteries, and to develop their own ideas, beliefs, and values in relation to these. RE lessons will have provided a space that fosters the children's sense of self-worth, and inspired pupils to imagine, engage with and contribute to the creation of a better world for all.

Underpinning skills: remembering · understanding · applying · analysing · evaluating · creating

| Skill | Foundation Stage | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Thinking about religion and belief | <p>Be aware that festivals are special times for different people.</p> <p>Be able to describe how people celebrate some religious festivals.</p> | <p>Recall features of religious, spiritual and moral stories.</p> <p>Recognise and name features of religions and beliefs.</p> | <p>Retell religious, spiritual and moral stories.</p> <p>Identify similarities and differences in features of religions and beliefs.</p> | <p>Make links between beliefs, stories and practices.</p> <p>Identify the impacts of beliefs and practices on people's lives.</p> <p>Identify similarities and differences between religions and beliefs.</p> | <p>Comment on connections between questions, beliefs, values and practices.</p> <p>Describe the impact of beliefs and practices on individuals, groups and communities.</p> <p>Describe similarities and differences within and between religions and beliefs.</p> | <p>Explain connections between questions, beliefs, values and practices in different belief systems.</p> <p>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>Explain how and why differences in belief are expressed.</p> | <p>Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems.</p> <p>Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world.</p> <p>Explain the reasons for, and effects of, diversity within and between</p> |

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| | | | | | | | religions, beliefs and cultures. |
| Enquiring, investigating and interpreting | Answer how and why questions about own experiences and in response to stories and events. | Identify what they find interesting and puzzling in life. Recognise symbols and other forms of religious expression. | Recognise that some questions about life are difficult to answer. Ask questions about their own and others' feelings and experiences. Identify possible meanings for symbols and other forms of religious expression | Investigate and connect features of religions and beliefs. Ask significant questions about religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression | Gather, select, and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs. Suggest meanings for a range of forms of religious expression, using appropriate vocabulary | Suggest lines of enquiry to address questions raised by the study of religions and beliefs. Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. Recognise and explain diversity within religious expression, using appropriate concepts. | Identify the influences on, and distinguish between, different viewpoints within religions and beliefs. Interpret religions and beliefs from different perspectives Interpret the significance and impact of different forms of religious and spiritual expression. |
| Investigating religious beliefs and teachings | Talk about a religious story. Be aware that other children belong to different groups. | Remember a Christian (Hindu, etc.) story and talk about it. | Re-tell a religious story and say some things that people believe. | Describe what a believer might learn from a religious story. | Make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives. | Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality. | Say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them. |

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| Understanding religious practices and lifestyles | <p>Talk about some belonging ceremonies (eg Christening).</p> <p>Be able to talk about a place, a special story or person belonging to a faith community.</p> | <p>Recognise features of religious life and practice.</p> <p>Use the right names for things that are special to religious people.</p> | <p>Identify some religious practices, and know that some are characteristic of more than one religion.</p> | <p>Describe how some features of religions studied are used or exemplified in festivals and practices.</p> | <p>Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups.</p> | <p>Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.</p> | <p>Say what different practices and ways of life followers of religions have developed, explaining how beliefs have had different effects on individuals, communities and societies.</p> |
| Expression and language (how people express themselves) | <p>Be aware that other people have places, times, books, objects and people that are special to them.</p> <p>Talk about a religious symbol (eg star at Christmas)</p> | <p>Recognise religious art, symbols and words and talk about them.</p> | <p>Say what some Christian (Jewish etc) symbols stand for and say what some of the art (stories / music etc) is about.</p> | <p>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.</p> | <p>Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</p> | <p>Explain how some forms of religious expression are used differently by individuals and communities.</p> | <p>Compare the different ways in which people of faith communities express their faith.</p> |
| Reflecting on identity and experience (making sense of who we are) | <p>Show a range of feelings in response to their experiences.</p> <p>Be able to talk about the groups they belong to.</p> | <p>Identify aspects of own experience and feelings, in religious material studied.</p> <p>Talk about what they find interesting or puzzling.</p> | <p>Respond sensitively to the experiences and feelings of others, including those with a faith.</p> | <p>Compare aspects of their own experiences and those of others.</p> <p>Identify what influences their lives and compare some of the things that influence them with those that</p> | <p>Ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced them and others.</p> | <p>Give their own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion.</p> <p>Give a personal view of what</p> | <p>Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths, supporting those views with reasons</p> |

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| | Respond with increasing sensitivity and responsibility to the world around them. | | | influence other people. | | inspires and influences us. | and examples |
| Meaning and purpose (making sense of life) | able to describe some features of a special place or a book or stories. able to talk about their special places, books, objects and people. able to talk about their own times of celebration. | Talk about things that happen to them. Identify things they find interesting or puzzling, in religious materials studied. | Talk about some things in stories that make people ask questions. Realise that some questions that cause people to wonder are difficult to answer. | Ask important questions about life and compare their ideas with those of other people. | Ask questions about the meaning and purpose of life, and suggest a range of answers which they might give, as well as members of different religious groups or individuals | Make informed responses to questions of meaning and purpose in the light of their learning. | Use reasoning and examples to express insights into our own and others' views on questions about the meaning and purpose of life and the search for truth. |
| Values and commitments (making sense of right and wrong) | Identify something that is important to them. | Talk about what is important to them and to other people. | Talk about what is important to them and to others. Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong | Link things that are important to us and other people with the way they think and behave | ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues | make informed responses to people's values and commitments (including religious ones) in the light of their learning | Use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to us. |
| Key Vocabulary | Me Others Special God Believe Christians Christmas | Hinduism , Hindu, festival, belief, symbol, celebrate, believe, special, Diwali, light | God , Bible, story, parable, Father, forgiving, loving, parents, prayer, praise, thanks, Jonah, Ninevah, fair, feelings, | Creation , Christian, Earth, world, God, Bible, nature, amazing, creator, busy, rest, care, look after, rules, environment, | People of God , The Bible, Old Testament, New Testament, Christian, Jewish, Noah, covenant, promise, wedding, | Hinduism , Hindu, festival, belief, symbol, celebrate, believe, special, Diwali, light Holi, puja, mandir | Creation , Faith, science, complement, contradict, conflict, justify, inspire, evidence, context, interpretation, |

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| <p>Jesus Nativity</p> <p>Easter Cross Garden Palm Sunday Happy Sad</p> <p>Name Earth World Prayer Creation</p> | <p>Incarnation, Christian, The Bible, God, Christmas, Jesus, birth, Bethlehem, gift</p> <p>Gospel, good news, Bible, friend, forgiveness, peace, neighbour, church</p> <p>Salvation, Easter, cross, death, alive, happy, sad, Holy Week, Jesus</p> <p>God, Bible, story, parable, Father, forgiving, loving, parents, prayer, praise, thanks, feelings</p> <p>Creation, Earth, world, God, Bible, nature, amazing, creator</p> | <p>puzzling, stories, art, emotions, songs, praise</p> <p>Creation, Earth, world, God, Bible, nature, amazing, creator, busy, rest, care, look after, rules, environment</p> <p>Gospel, good news, Bible, friend, forgiveness, peace, neighbour, church, prayer, thankful, sorry, please, candle, pearl, hope, precious</p> <p>Salvation, Easter, cross, death, alive, happy, sad, Holy Week, Jesus, sin, Last Supper, sorry, forgiveness, forgive, friends</p> <p>Judaism, Jewish, belief, symbol, celebrate, believe, special, sacred book, festival, celebration, religion, belonging, promise, worship, artefacts, place of worship, Jewish, Hanukah, Shabbat,</p> | <p>stewards, creativity, responsibility, eco church</p> <p>Incarnation, Trinity, Holy Spirit, Jesus, Father, God, Christmas, baptism, dove, symbol, water, poetry, kenning, art, Christian, The Bible, God, Christmas, Jesus, birth, Bethlehem, gift</p> <p>Gospel, follower, disciple, possessions, love, social justice, neighbour, church, vicar, charity, good news, Bible, friend, forgiveness, peace, neighbour, church, prayer, thankful, sorry, please, candle, pearl, hope, precious</p> <p>Salvation, Easter, cross, death, alive, happy, sad, Holy Week, Jesus, sin, Last Supper, sorry, forgiveness, forgive, friends,</p> | <p>symbol, follow, trust</p> <p>Gospel, Samaritan, hypocrisy, social justice, community, follower, disciple, possessions, love, social justice, neighbour, church, vicar, charity, good news, Bible, friend, forgiveness, peace, neighbour, church, prayer, thankful, sorry, please, candle, pearl, hope, precious</p> <p>Pilgrimage, journey, sacred, identity, place, Islam, Hajj, Judaism, Jerusalem, Christian, Israel</p> <p>Judaism, Shabbat, Saturday, rest, family, meal, Jewish, belief, symbol, celebrate, believe, special, sacred book, festival, celebration, religion, belonging, promise, worship, artefacts, place of worship, Jewish, Hanukah,</p> | <p>God, believer, God, church, omnipotent, omniscient, worship, eternal, sin holy, Father, forgiving, loving, parents, prayer, praise, thanks, fair, feelings, puzzling, stories, art, emotions, songs</p> <p>Gospel, interpretation, sermon, community, social justice, miracle, healing, generosity, follower, disciple, love, social justice, neighbour, church, vicar, charity, good news, Bible, friend, forgiveness, peace, neighbour, church, prayer</p> <p>Salvation, sacrifice, communion, resurrection, responsibility, ceremony, command, Easter, cross, death, alive, happy, sad, Holy Week, Jesus, sin, Last Supper, sorry,</p> | <p>debate, controversial, Christian, Earth, world, God, Bible, nature, amazing, creator, care, look after, rules, environment</p> <p>Incarnation, Messiah, Gospel, prophecy, annointed, evidence, Trinity, Holy Spirit, Jesus, Father, God, Christmas, art, Christian, The Bible, God, Christmas, Jesus, birth, Bethlehem, gift</p> <p>Salvation, resurrection, sacrifice, incarnation, hope, fear, anxiety, reassurance, justice, social action, communion, interpretation, responsibility, ceremony, command, Easter, cross, death, alive, happy, sad, Holy Week, Jesus, sin,</p> |
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