

# RE Overview: Knowledge and Vocabulary from EYFS to Key Stage 2

Class	Topic	Knowledge	Vocabulary
Nursery	Which stories are special and why?	<ul style="list-style-type: none"> <li>• Talk about some religious stories</li> <li>• Recognise and use new vocabulary, especially some religious words, e.g. God, Jesus, Bible, Christian, Prophet. Muhammad, Muslim</li> <li>• Identify some of their own feelings in the stories they hear</li> <li>• Identify and name a sacred text and religion, e.g. 'the Bible is for Christians' 'The Qur'an is for Muslims'</li> <li>• Use recently acquired vocabulary to talk about what simple teachings from the religious stories e.g. Jesus and Muhammad taught people about keeping promises, being thankful or being kind</li> <li>• Use talk expressively to share ideas about the experiences of thanking and being thanked, praising and being praised</li> </ul>	Jesus, Bible, parables, Muslim, Qur'an, emotions-names of emotion (worried, scared, ecstatic, elated, excited), promises
	Which people are special and why?	<ul style="list-style-type: none"> <li>• Talk about people who are special to you including yourselves, your classmates and people from outside the class community</li> <li>• Say what makes other people special to you</li> <li>• Use new vocabulary to hold conversations about friends, religion and community</li> <li>• Talk about people who are special to you in the local community</li> <li>• Recall a story about a special person in Sikhism (Guru Nanak) and talk about what can be learnt from it</li> <li>• Identify some of the qualities of a good friend and identify your own good friends</li> <li>• Recall and talk about a story of Jesus as a friend to the disciples</li> <li>• Recall and talk about the story of the feeding of the 5 000</li> <li>• Identify some of the qualities shown by the boy in the feeding of the 5 000</li> <li>• Identify some of the qualities of a good friend</li> <li>• Recall and talk about a story where Jesus shows friendship to another</li> </ul>	relation, family tree past/present /future, relationships, siblings emotions-names of emotion (worried, scared, ecstatic, elated, excited) names of facial features – (eyebrows, eye lashes, lips, nostrils, forehead) similarities/similar differences/different adoption, ancestor, extended, identical, youngster
	Which times are special and why?	<ul style="list-style-type: none"> <li>• Give examples of special occasions that they and others have experienced and suggest features of a good celebration.</li> <li>• Say why Sukkot is a special time for Jewish people.</li> <li>• Say why Diwali is a special time for Hindus.</li> <li>• Recall a simple story connected with Diwali.</li> <li>• Say why Christmas is a special time for Christians.</li> <li>• Recall a simple story connected with Christmas.</li> <li>• Give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival.</li> </ul>	celebrations, celebrate, Hindu, Hinduism, Diwali, Jewish, Hannukah, Christmas, special time, Church, Synagogue, Mosque, different types of celebratory food, believe, belief, faith

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		<ul style="list-style-type: none"> <li>Recall simple stories connected with festivals.</li> <li>Say why festivals are special times for members of faith communities</li> </ul>	
Reception	Which places are special and why?	<ul style="list-style-type: none"> <li>Talk about somewhere that is special to themselves, saying why</li> <li>Be aware that some religious people have places which have special meaning for them</li> <li>Talk about the things that are special and valued in a place of worship</li> <li>Identify some significant features of sacred places</li> <li>Recognise a place of worship</li> <li>Know a similarity and a difference between two different places of worship</li> <li>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</li> </ul>	Church, Mosque, Muslim, Christian, religion, worship, special, holy, alter, lectern, font, western wall, Prophet Muhammed, Allah.
	Where do we belong?	<ul style="list-style-type: none"> <li>Share occasions when others have made them feel special</li> <li>Retell the story of Jesus blessing the children, making connections with personal experiences</li> <li>Share and record occasions when they belong to a group</li> <li>Recall simply what happens at a traditional Christian infant baptism</li> <li>Recall simply what happens when a baby is welcomed into the Muslim tradition</li> <li>Share occasions when things have happened in their lives that made them feel special</li> </ul>	faith, community, belonging, special, religion, symbol, baptism, dedication, marriage, identify, traditional
	What is special about our world?	<ul style="list-style-type: none"> <li>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</li> <li>Retell stories, talking about what they say about the world, God, human beings</li> <li>Think about the wonders of the natural world, expressing ideas and feelings</li> <li>Express ideas about how to look after animals and plants</li> <li>Explore the natural world, making space for responses of joy, wonder and curiosity</li> <li>Talk about what people do to mess up the world and what they do to look after it</li> <li>Hold conversations using new vocabulary about caring for the world</li> <li>Talk about the lives of other people using simple ideas about care for nature and animals</li> <li>Talk about information on the ways different religious communities care for our world</li> </ul>	Life cycles, natural, creation, grow, words linked to plants and animals, words linked to textures, colours and sizes, Bible, Muslims,
Year 1	Who is a Christian and what do they believe?	<ul style="list-style-type: none"> <li>Talk about some simple ideas about Christian beliefs about God and Jesus</li> <li>Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</li> <li>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</li> <li>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.</li> </ul>	Christian, images, God, believe, beliefs, good, bad, right, wrong, symbols, Jesus

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		<ul style="list-style-type: none"> <li>Retell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.</li> <li>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.</li> <li>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean</li> <li>Identify two ways people show they belong to each other when they get married</li> </ul>	
	How and why do we celebrate special and sacred times?  What makes some places sacred?	<ul style="list-style-type: none"> <li>Symbols and actions used in churches, mosques and/or synagogues show what people believe.</li> <li>Ask good questions during a school visit about what happens in a church, synagogue or mosque</li> <li>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</li> </ul>	special, sacred, celebration, Jesus, Easter, Pentecost, festival  sacred, objects, church, worship, symbols, mosque, special, actions, synagogue
	What does it mean to belong to a faith community?	<ul style="list-style-type: none"> <li>Talk about issues of good and bad, right and wrong arising from the stories.</li> <li>Ask some questions about believing in God and offer some ideas of their own.</li> <li>Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel.</li> <li>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</li> <li>Respond to examples of co-operation between different people.</li> </ul>	faith, community, value, belonging, special, religion, symbol, baptism, dedication, marriage, identify, traditional
<b>Year 2</b>	How should we care for others and the world, and why does it matter?  How can we learn from sacred books?	<ul style="list-style-type: none"> <li>Ask and suggest answers to questions arising from stories Jesus told and from another religion.</li> <li>Talk about issues of good and bad, right and wrong arising from the stories.</li> <li>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</li> <li>Use creative ways to express their own ideas about the creation story and what it says about what God is like.</li> <li>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</li> <li>Identify ways that some people make a response to God by caring for others and the world.</li> <li>Retell a story about the life of the Prophet Muhammad</li> </ul>	religion, teach, valuable, created, God, faith, caring, world, creation, good, bad, right, wrong  stories, Muslims, sacred, respect, holy, Christians, Jewish, texts, faith, parable, Jesus, good, bad, right, wrong, sermon, Bible , biblical, obey

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		<ul style="list-style-type: none"> <li>Retell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means.</li> <li>Retell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</li> <li>Re-tell Bible stories and stories from another faith about caring for others and the world.</li> </ul>	
	Who is a Muslim and what do they believe?	<ul style="list-style-type: none"> <li>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</li> <li>Retell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important.</li> <li>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</li> </ul>	Muslim, prophet, mosque, eid-ul-fitr, Ramadan, Muhammad, qur'an, journey
	Who is Jewish and what do they believe?	<ul style="list-style-type: none"> <li>Talk about how the mezuzah in the home reminds Jewish people about God.</li> <li>Retell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means.</li> <li>Ask good questions about how Jewish artefacts are used and their meaning Talk about how Shabbat is a special day of the week for Jewish people.</li> <li>Give some examples of what Jewish people might do to celebrate Shabbat.</li> </ul>	Jewish, believe, God, festival, mezuzah, Shabbat, celebrate, Chanukah, Torah
<b>Year 3</b>	<p>What does it mean to be a Christian?</p> <p>Why do people pray?</p>	<ul style="list-style-type: none"> <li>Ask questions and suggest some of their own responses to ideas about God.</li> <li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</li> <li>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</li> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</li> <li>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.</li> <li>Describe ways in which prayer can comfort and challenge believers.</li> <li>Suggest why having a faith or belief in something can be hard.</li> <li>Identify how and say why it makes a difference in people's lives to believe in God.</li> <li>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.</li> <li>Describe some ways in which Christian express their faith through hymns and modern worship songs.</li> <li>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</li> </ul>	<p>Christians, families, church, faith, Bible, beliefs, teachings, hymns, worship, Catholic, helping, connections, express, prayer, communion, community</p> <p>pray, meditate, prayer, Hindu, shrine, puja, five pillars of Islam, Islam, worship, Bible, calm, strength, hope, Arabic, mosque, artefacts, Mandir, Qur'an, Allah</p>

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	<p>Why are festivals important to religious communities?</p> <p>How do family life and festivals show what matters to Jewish people?</p>	<ul style="list-style-type: none"> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals.</li> <li>• Identify similarities and differences in the way festivals are celebrated within and between religions.</li> <li>• Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</li> <li>• Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities.</li> <li>• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</li> <li>• Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives.</li> <li>• Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people.</li> </ul>	<p>festivals, celebrations, stories, symbols, connections, significant, beliefs, Jesus, communities, Holy Week, crucifixion, disciples, Christians, Palm Sunday, Easter, Maundy Thursday, Good Friday, communion, last supper, praising, rejoicing, serving, weeping</p> <p>Rosh, Hashanah, Yom, Kippur, Repentance, Judaism, Jews, Celebrations, Fasting, Praying, Blessing</p>
	<p>What do people believe about God?</p>	<ul style="list-style-type: none"> <li>• Describe some of the ways in which Christians, Hindus and/or Muslims describe God.</li> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals.</li> <li>• Identify how and say why it makes a difference in people's lives to believe in God.</li> <li>• Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</li> <li>• Ask questions and suggest some of their own responses to ideas about God.</li> <li>• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</li> </ul>	<p>believe, God, Christians, Hindus, Muslims, sacred, atheists, texts, beliefs, invisible, non-religious, prayer, Bible, gods, goddesses, murtis, Shahadah, Qur'an</p>
<p><b>Year 4</b></p>	<p>Why is the Bible important to Christians?</p> <p>What can we learn from</p>	<ul style="list-style-type: none"> <li>• Describe what Christians and/or people from other religions believe makes their book sacred or holy</li> <li>• Describe how the bible is divided into books, chapters and verses, and arranged in two 'Testaments'</li> <li>• Describe some things that Christians find helpful about reading their Bible</li> <li>• Look for similarities and differences between your own ideas about God and some Christian ideas</li> <li>• Find out more about the ways Christians think of God and see the world</li> <li>• Describe the story of Genesis chapter 1 and think and talk about the meaning of temptation</li> </ul>	<p>Bible, Christians, inspire, creation, Genesis, forgiveness, the Fall, salvation, holy, writings, Adam and Eve, parables, chapters, verses, Old Testament, New Testament, temptation</p>

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	<p>religions about deciding what is right and wrong?</p>	<ul style="list-style-type: none"> <li>Describe Jesus' teaching about forgiveness</li> <li>Describe what temptation is and how it can affect people's behaviour</li> <li>Make links between stories about temptation examples of people being tempted now</li> <li>Describe ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong</li> <li>Explain how Golden Rule can be found in the thinking of many different groups of people including Jewish people, suggest ways Jewish people might follow the rule</li> <li>Give examples of how the ten commandments might show Jewish people how to live</li> <li>Explain that many Christians are guided to know what is right and wrong by words of Jesus, including the Beatitudes and two great commandments</li> </ul>	<p>traditions, teachings, inspirational, guided, rules, temptation, Golden Rule, Christianity, Humanism, Judaism, commandments, Jewish, Beatitudes, Torah, morals, actions, conscience, behaviour</p>
	<p>What does it mean to be a Hindu in Britain today?           Why do some people think life is a journey?</p>	<ul style="list-style-type: none"> <li>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</li> <li>Describe some ways in which Hindus express their faith through puja, aarti and bhajans</li> <li>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes</li> <li>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</li> <li>Describe puja and how it shows Hindu faith</li> <li>Make connections with some Hindu beliefs and teachings about aims and duties in life</li> <li>Describe some ways in which Hindus express their faith through puja, aarti and bhajans</li> <li>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes</li> <li>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</li> <li>Describe how the life of Gandhi shows Hindu beliefs in action</li> <li>Describe how life is seen as a journey by some people</li> <li>Think of reasons why some people have rituals to mark important life events</li> <li>Describe two different Christian celebrations of belonging/initiation</li> <li>Describe what happen at a Jewish Bar or Bat Mitzvah ceremony</li> <li>Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha</li> <li>Describe the significance of the Hindu sacred thread ceremony</li> <li>Describe a wedding ceremony for two different religions</li> <li>Consider questions about the importance and significance to Christians of different forms of baptism</li> </ul>	<p>Hindu, worship, puja, beliefs, religious, vegetarian, God, non-religious, faith, murti, deity, diva, aarti, bhajans, dharma, moksha, karma, rebirth, reincarnation, culture</p> <p>beliefs, journey, experience, Jewish, Hindu, rituals, life events, baptism, dharma, karma, moksha, marriage, belonging, confirmation, ceremony, symbolism, service, promises, Bar Mitzvah, Bat Mitzvah</p>

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		<ul style="list-style-type: none"> <li>• Suggest reasons why some Christians baptise babies at birth and others have believer's baptism</li> <li>• Suggest reasons why these ceremonies are significant to Jewish people.</li> </ul>	
	<p>Why is Jesus inspiring to some people?</p>	<ul style="list-style-type: none"> <li>• Make connections between some of Jesus' teachings and the way Christians live today.</li> <li>• Describe how Christians celebrate Holy Week and Easter Sunday.</li> <li>• Identify the most important parts of Easter for Christians and say why they are important.</li> <li>• Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter</li> <li>• Connect the story of the unforgiving servant with an example of Christian life or action</li> <li>• Connect the story of the feeding of the five thousand with an example of Christian life or action</li> <li>• Define clearly and illustrate key Christian terms by referring to events from Holy Week and Easter</li> <li>• Describe how and why Christians celebrate/mark Palm Sunday, Maundy Thursday, Good Friday and Easter day.</li> <li>• Identify the most important parts of Easter for Christians and say why they are important</li> </ul>	<p>heroes, values, beliefs, inspiring, virtues, purpose, meaning, miracle, commitments, attitude, behaviour, sermon, Gospels, death, salvation, resurrection, Easter, Good Friday, Easter Sunday</p>
<p><b>Year 5</b></p>	<p>If God is everywhere, why go to a place of worship?</p> <p>Why do some people think God exists?</p>	<ul style="list-style-type: none"> <li>• Describe what places of worship are for</li> <li>• Describe differences between worship in the home and at the Mandir</li> <li>• Make links between Hindu beliefs and worship</li> <li>• Explain differences within Anglican and Baptist churches</li> <li>• Make links between Christian beliefs and features of these places of worship</li> <li>• Describe differences between different Jewish synagogues</li> <li>• Make links between Jewish beliefs and features of Jewish places of worship</li> <li>• Describe what people from different religions would say the most important function of their place of worship is</li> <li>• Give examples of how places of worship are helpful to believers in difficult times</li> <li>• Explain how and some people see the place of worship as being more about the people than the building</li> <li>• Outline clearly, with reasons, a Christian understanding of God</li> <li>• Give several examples to show how believing in God can affect people's lives differently</li> <li>• Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging</li> <li>• Express their own ideas about theism, atheism and agnosticism</li> <li>• Suggest answers to some of the Big Questions about the existence of God</li> <li>• Consider reasons that people might believe or not believe in God</li> <li>• Respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas</li> <li>• Consider how facts, beliefs and opinions come about and how they are interpreted</li> <li>• Respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas</li> </ul>	<p>inspire, values, communities, mission statement, quotes, parables, forgiveness, justice, fairness, generosity, greed, wealth, charity, dilemma, crucifixes</p> <p>worship, function, mezuzah, kiddush cap, kosher, pilgrimage, Torah, Anglican, Baptist, church, beliefs, synagogue, Quaker, Mandir, murti, puja, Om</p>

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	<p>Green religion: what can be done about climate and environment? What would Jesus do?</p>	<ul style="list-style-type: none"> <li>• Make connections between beliefs about the earth and activist behaviour in different religions</li> <li>• Describe the religious teachings about the natural world</li> <li>• Discuss and apply ideas from Islam such as 'khalif' or 'corruption'</li> <li>• Discuss and apply ideas from Christianity such as stewardship</li> <li>• Discuss and apply ideas from Judaism such as 'healing the world'</li> <li>• Discuss and apply Hindu ideas such as the concept of goddess Bhumi, Mother Earth</li> <li>• Understand the challenges facing the planet and responses from different religions</li> <li>• Explain three or more examples of green issues</li> <li>• Weigh up the responses religions are making to challenging green issues: give a judgement about their likely effectiveness</li> <li>• Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'</li> <li>• Recognise that there are different points of view about how we respond to climate change issues.</li> <li>• Describe Jesus' teaching on how his followers should live</li> <li>• Describe the 'mission' of Jesus and give examples of how this might mean Christians should live</li> <li>• Interpret the widow's offering and the story of Zacchaeus saying what they show Christians about how they should handle wealth</li> <li>• Describe some of Jesus' stories, teaching and examples to show why he saw forgiveness as so important</li> <li>• Explore and explain the impact of Jesus' teaching on some examples of major Christian charities in the UK today</li> <li>• Use some examples of Christian text (scripture and prayer) to understand the way Christians believe we should treat each other in modern times</li> <li>• Give examples of how following the example of Jesus might have on Christians and other communities</li> <li>• Discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions.</li> </ul>	<p>Activism, Bhumi, Climate, Global warming, justice, Khalifa, Species extinction, Sustainability, Stewardship, Tu B'Shevat</p> <p>Christian, Muslim, agnostic, Hindu, Buddhist, atheist, Jewish, Sikh, theism, existence, fact, belief, opinion, natural world, sacred, text</p>
	<p>What does it mean to be a Muslim?</p>	<ul style="list-style-type: none"> <li>• Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</li> <li>• Describe and reflect on the significance of the Holy Qur'an to Muslims</li> <li>• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils</li> <li>• Make connections between the key functions of the mosque and the beliefs of Muslims</li> <li>• Make links between Muslim practice of the five pillars and Muslim beliefs about God</li> <li>• Make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad</li> <li>• Describe and reflect on how the Qur'an is significant to Muslims</li> </ul>	<p>journey, five pillars of Islam, Shahadah, salah, sawm, hajj, zakah, belief, fasting, prayer, pilgrimage, alms, charity, Mecca, advice, guidance, Muhammad</p>



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		<ul style="list-style-type: none"> <li>Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims</li> <li>Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim</li> <li>Identify and explain connections between the main functions of the Mosque and Muslim beliefs</li> </ul>	
<p><b>Year 6</b></p>	<p>Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>What difference does it make to believe in ahimsa, grace and/or the ummah community?</p>	<ul style="list-style-type: none"> <li>Understand different reasons why some buildings are sacred Consider, discuss and weigh up different views about why mosques are important</li> <li>Consider, discuss and weigh up different views about why Christian sacred buildings are important Consider, discuss and weigh up different views about why religious art is important</li> <li>Suggest reasons, quoting religious sources, why Muslims consider charity and generosity important Recall and deploy information about religious buildings and charities</li> <li>Notice, list and explain similarities and differences between different sacred buildings</li> <li>Notice, list and explain similarities and differences between Christian and Muslim sacred buildings</li> <li>Describe and make connections between examples of religious creativity in Muslim buildings</li> <li>Describe why mosques matter to the Muslim community</li> <li>Apply ideas about worship and belief for themselves in a creative activity, using Christian scripture</li> <li>Apply ideas about generosity from scriptures, Muslim and Christian, to the title question</li> <li>Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.</li> <li>Make connections between beliefs and behaviour in different religions</li> <li>Make connections between belief in ahimsa, grace and Ummah teachings and sources of wisdom in the three religions</li> <li>Describe the impact of some of Gandhi's principles and show how his words can be used to address contemporary situations</li> <li>Explain the connection between the work of Hindu charities to the Hindu concepts of sewa (service) and ahimsa (harmlessness)</li> <li>Make connections between beliefs and behaviour in Christian religion</li> <li>Make connections between belief in the grace of God teachings and sources of wisdom in the three religions</li> <li>Outline the challenges of being a Hindu, Christian or Muslim in Britain today</li> <li>Consider similarities and differences between beliefs and behaviour in different faiths</li> <li>Describe some of the impacts of religious commitments on life</li> <li>Debate and give reasons for decisions about a religious issue: what matters most in the worldwide Muslim community?</li> <li>Explain links between the stories of Jesus and the chosen leader using the concepts of grace,</li> </ul>	<p>arts, architecture, charity, generosity, sacred, holy, Muslim, Christians, mosques, churches, calligraphy, Allah, Jesus , scriptures, poverty, zakat</p> <p>commitment, committed, beliefs, Hindus, Muslims, Christians, Ummah, God's grace, generosity, Ahimsa, harmlessness, Prophet Muhammad, sewa, forgiveness, humanity, inspirational</p>

# RE Overview: Knowledge and Vocabulary from EYFS to Key Stage 2

	<p>What matters most to Christians and Humanists?</p>	<p><u>generosity and forgiveness</u></p> <ul style="list-style-type: none"> <li>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples</li> <li>Describe what it means to be a Humanist</li> <li>Discuss the 'hidden messages' of some stories that explore values</li> <li>Give examples from Humanist and Christian moral codes</li> <li>Describe some Christian and Humanist values simply, saying what I think about them</li> <li>Suggest reasons why I think it might be helpful to follow a moral code</li> <li>Talk about why it might be difficult to follow a moral code</li> <li>Discuss different points of view about what is good and bad</li> <li>Express my own ideas about some big moral concepts, such as fairness or honesty</li> <li>Compare my ideas about values with the ideas of others we have studied</li> </ul>	<p>Christians, Humanists, religious, non-religious, consequences, code for living, dilemmas, concepts, fairness, justice, forgiveness, free choice, values</p>
	<p>What can be done to reduce racism?                   What do religions say to us when life gets hard?</p>	<ul style="list-style-type: none"> <li>Describe simply two examples of racism, describing what is unfair or unjust in each case</li> <li>Choose some examples of the teaching of sacred texts about justice and say what they think about the meanings of these texts</li> <li>Describe links between religious teaching and practice and the struggle to reduce racism, giving simple examples</li> <li>Discuss three or more suggested ways of reducing prejudice and racism.</li> <li>Express reasoned ideas of their own about how prejudice and racism can be reduced, taking account of ideas from religion</li> <li>Express ideas about how and why religion can help believers when times are hard, giving examples.</li> <li>Outline Christian, Hindu and/or nonreligious beliefs about life after death</li> <li>Explain some similarities and differences between beliefs about life after death</li> <li>Explain some reasons why Christians and Humanists have different ideas about an afterlife</li> <li>Give reasons why some people might be comforted by their beliefs when someone dies</li> <li>Describe the impact that the belief that we have a soul might have on the way someone might live their life</li> <li>Describe the Hindu belief in reincarnation and Karma</li> <li>Describe a link between a reading that might be used at a funeral and a Christian belief about life after death</li> <li>Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death</li> <li>Explain some similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation</li> </ul>	<p>Acceptance, Ethnicity, Fairness, Justice, Racism, Respect, Prejudice, Sensitivity, Tolerance</p> <p>life, death, heaven, soul, spirit, reincarnation, karma, Hindu, beliefs, moksha, Christian, judgement day, Allah, funeral, afterlife, paradise</p>

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|  |  | <ul style="list-style-type: none"><li>• Describe similarities and differences between non-religious and Christian beliefs about the afterlife</li><li>• Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people</li></ul> |  |
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