



Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

“My religion is very simple. My religion is kindness.”

Dalai Lama

Contents	
Item	Page
What does it mean to be a Crayke Theologian and Philosopher? Overview	2 - 3
Progression in RE - overview	4 - 7
Progression in EYFS	8
Bridging EYFS and KS1	9
Progression in Key Stage 1	10 - 14
Progression in Key Stage 2	10 - 14
Coverage of religions summary	15 - 16
Vocabulary progression	17 - 19
Including pupils with SEND in RE	20 - 23

FOLLOW YOUR PATHWAY AND WE GROW TOGETHER WITH CONFIDENCE

*You did not choose me, I chose you that you might **go and bear fruit, fruit that will last** so that whatever you ask in my name the Father will give you. John 15:16*

Friendship Forgiveness Respect Determination

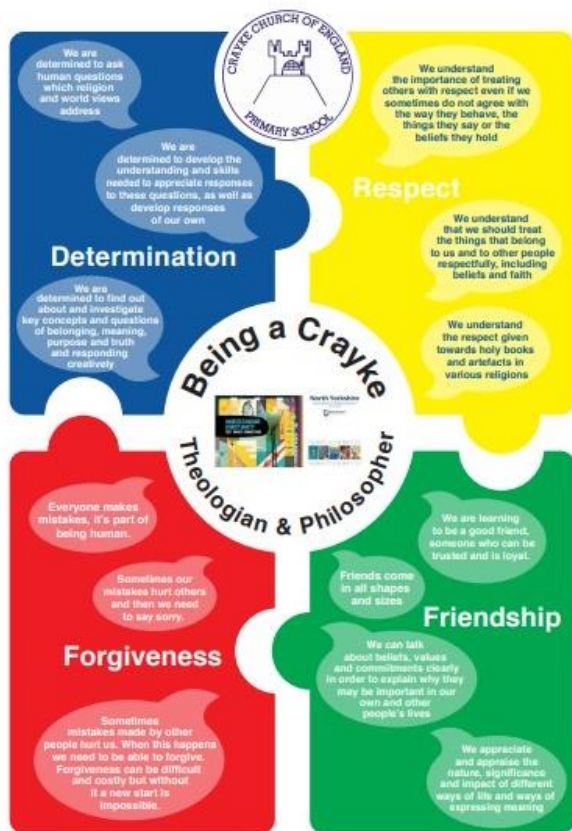


Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

What does it mean to be a Crayke Theologian and Philosopher?

"My religion is very simple. My religion is kindness." Dalai Lama



Meeting North Yorkshire requirements, by following the 'North Yorkshire Agreed Syllabus for RE' (NASRE) and 'Understanding Christianity' (UC), we ensure that there is appropriate **coverage**, within the bounds of our two-year rolling programme due to our mixed-age classes.

We use the 'North Yorkshire Agreed Syllabus for RE' (NASRE)

- Know about and understand (aim)
- Express and communicate (aim)
- Gain and deploy skills (aim)
- Believing (strand)
- Expressing (strand)
- Living (strand)

... and 'Understanding Christianity' (UC)

- God
- Creation and Fall
- People of God
- Incarnation
- Gospel
- Salvation
- Kingdom of God

in order to develop children's knowledge, skills and concepts.



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

<p>Coverage of a range of religions is planned as part of our curriculum offer.</p> <p>The sequencing and progression of knowledge and skills (discovering EYFS, exploring KS1, connecting KS2) is also mapped throughout our curriculum, providing children different opportunities and contexts in which to build their knowledge and understanding.</p>	4 – 5s Reception	Children will encounter Christianity and other faiths, as [art of their growing sense of self, their own community and their place within it.
	5 – 7s KS1	Christians and Muslims or Jewish people.
	7 – 11s KS2	Christians, Muslims, Hindus and Jewish people
	Throughout KS2	Non-religious worldviews (Humanism)
Subject Leader	Lauren Chandler	
Link Governor	Julie Cater (Church Schools)	
CPD	North Yorkshire RE Agreed Syllabus / Understanding Christianity	



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

YEAR A		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
APPLE Reception	North Yorkshire Syllabus Unit	F1: Which stories are special and why?	F2: Which people are special and why?	F3: Which places are special and why?	F4: Which times are special and why?	F5: Where do we belong?	F6: What is special about our world and why?
	Theme	Believing	Believing	Expressing	Expressing	Living	Living
	Religion(s)	Christians Muslims Hindus	Christians Muslims Jewish people	Christians Muslims	Christians Muslims Jewish people	Christians Muslims Hindus	Christians Muslims Jewish people
	Understanding Christianity Unit		F2: Why do Christians perform nativity plays at Christmas?		F3: Why do Christians put a cross in an Easter garden?		
	Theme(s)		Incarnation		Salvation		
BEECH Year 1/2	North Yorkshire Syllabus Unit	1.5: What makes some places sacred?		1.2 What is a Muslim and what do they believe?	1.6: How and why do we celebrate special and sacred times?	1.7: What does it mean to belong to a faith community?	
	Theme	Expressing		Believing	Expressing	Living	
	Religion(s)	Christians Muslims		Muslims	Christians Jewish people	Christians Muslims Jewish people	
	Understanding Christianity Unit		1.3: Why does Christmas matter to Christians?		1.5: Why does Easter matter to Christians?		1.4: What is the good news that Christians believe Jesus brings?
	Theme(s)		Incarnation		Salvation		Gospel



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

YEAR A		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
HOLLY Year 3/4	North Yorkshire Syllabus Unit	L2.3 Why is Jesus inspiring to some people?	L2.5: Why are festivals important in religious communities?	L2.8: What does it mean to be a Hindu in Britain today?		L2.9: What can we learn from religions about deciding what is right and wrong?	
	Theme	Believing	Expressing	Living		Living	
	Religion(s)	Christians	Christians Muslims Jewish people Hindus	Hindus		Christians Jewish people Humanists	
	Understanding Christianity Unit	L2.4: What kind of world did Jesus want?			L2.5: Why do Christians call the day Jesus died "Good Friday"?		L2.1: What do Christians learn from the Creation Story?
	Theme(s)	Gospel			Salvation		Creation
OAK Year 5/6	North Yorkshire Syllabus Unit	U2.1: Why do some people believe God exists?		U2.6: What does it mean to be a Muslim in Britain today?		U2.4: If God is everywhere, why go to a place of worship?	U2.8: What difference does it make to believe in Ahisma, Grace and Ummah?
	Theme	Believing		Living		Expressing	Living
	Religion(s)	Christians Humanists		Muslims		Christians Jewish people Hindus	Christians Muslims Hindus
	Understanding Christianity Unit	U2.1: What does it mean if Christians believe God is holy and loving?	U2.4: Why do Christians believe that Jesus was the Messiah?		U2.6: What do Christians believe Jesus did to save human beings?		
	Theme(s)	God	Incarnation		Salvation		



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

YEAR B		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
APPLE Reception	North Yorkshire Syllabus Unit	F1: Which stories are special and why?	F2: Which people are special and why?	F3: Which places are special and why?	F4: Which times are special and why?	F5: Where do we belong?	F6: What is special about our world and why?
	Theme	Believing	Believing	Expressing	Expressing	Living	Living
	Religion(s)	Christians Muslims Hindus	Christians Muslims Jewish people	Christians Muslims	Christians Muslims Jewish people	Christians Muslims Hindus	Christians Muslims Jewish people
	Understanding Christianity Unit		F2: Why do Christians perform nativity plays at Christmas?		F3: Why do Christians put a cross in an Easter garden?		
	Theme(s)		Incarnation		Salvation		
BEECH Year 1/2	North Yorkshire Syllabus Unit	1.1: Who is a Christian and what do they believe?	1.6: How and why do we celebrate special and sacred times?	1.2 Who is Jewish and what do they believe?		1.4: What can we learn from sacred books?	1.8: How should we care for others and the world and why does it matter?
	Theme	Believing	Expressing	Believing		Believing	Living
	Religion(s)	Christians	Christians Muslims	Jewish people		Christians Muslims Jewish people	Christians Jewish people
	Understanding Christianity Unit	1.1: What do Christians believe God is like?			1.2: Who do Christians say made the world?		
	Theme(s)	God			Creation		



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

YEAR B		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
HOLLY Year 3/4	North Yorkshire Syllabus Unit	L2.1: What do different people believe about God?		L2.6: Why do some people think life is a journey? What significant experiences mark this?	L2.7: What does it mean to be a Christian?	L2.4: Why do people pray?	L2.2: Why is the Bible important for Christians?
	Theme	Believing		Expressing	Living	Expressing	Believing
	Religion(s)	Christians Muslims Hindus		Christians Jewish people Hindus	Christians	Christians Muslims	Christians
	Understanding Christianity Unit	L2.2: What is it like for someone to follow God?	L2.3: What is the Trinity/incarnation?			L2.6: When Jesus left, what was the impact of Pentecost?	
	Theme(s)	Creation	Incarnation			God	
OAK Year 5/6	North Yorkshire Syllabus Unit	U2.2 What would Jesus do?		U2.3: What do religions say to us when life gets hard?		U2.7: What matters most to Christians and Humanists?	U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?
	Theme	Believing		Believing		Living	Expressing
	Religion(s)	Christians		Christians Hindus Humanists		Christians Humanists	Christians Muslims Humanists
	Understanding Christianity Unit	U2.5: What would Jesus do?	U2.2: Creation and science: conflicting/ complementary?		U2.6: What do Christians believe Jesus did to "save" people?		
	Theme(s)	Gospel	Creation		Salvation		



Crayke Church of England Primary School Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

Progression in Religious Education at Crayke Primary

Our Curriculum – how does it progress from Early Years to Key Stage 3?

C2 RE in EYFS: Programme of Study: Activities children engage in during EYFS are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands on activities and learning are an important part of pupils' learning at this stage. Good teaching in the EYFS will always build on children's interests and enthusiasms as well as their learning and development needs, and themes should be developed accordingly

Strands:	Foundation Stage: Discovering the world
Believing	F1 Which stories are special and why?
	F2 Which people are special and why?
Expressing	F3 Which places are special and why?
	F4 Which times are special and why?
Living	F5 Where do we belong?
	F6 What is special about our world and why?

C3 RE in KS1: Programme of Study: What do pupils get out of RE at this key stage? Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Religions and worldviews: During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christians and Muslims or Jewish people. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.

C4 RE in KS2: Programme of Study What do pupils get out of RE at this key stage? Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views

Religions and worldviews: During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus and Jewish people. Pupils may also encounter other religions and worldviews in thematic units



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

Bridging EYFS and Key Stage 1 – Religious Education

Organisation of knowledge	Believing	Living	Expressing
Relevant ELG	<p>ELG: listening, attention and understanding</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding <p>ELG: self-regulation</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly <p>ELG: people, culture and communities</p> <ul style="list-style-type: none"> - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps 		
KS1 readiness objectives	<ul style="list-style-type: none"> • To know that different people have different faiths • To know that some stories come from different holy books, and to express ideas in response to those stories 	<ul style="list-style-type: none"> • To know that different people have different times of celebration • To understand that different people have different ways of celebrating major events • To know that people of all faiths can and do live well alongside each other • To enjoy joining in with family customs and routines • To be able to express some of their own families' customs and traditions 	<ul style="list-style-type: none"> • To know that different people have a range of different ways of showing their beliefs, including prayers and worship • To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

Progression overview for 5-14s: the statutory outcomes for RE

Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of key stage 2 most pupils will be able to:	At the end of key stage 3 most pupils will be able to:
Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;	Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	Explain and interpret ways that the history and culture of religions and world views influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences;
Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;	Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and world views as coherent systems or ways of seeing the world;
Know about & Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;	Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them;
Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;	Explain the religions and world views which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology;
Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;	Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and world views, accounting for the impact of diversity within and between communities;
Express and communicate B3. Appreciate and appraise varied dimensions of religion;	Notice and respond sensitively to some similarities between different religions and world views;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;	Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied;
Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;	Explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy;
Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Find out about and respond with ideas to examples of co-operation between people who are different;	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;	Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and world views;
Gain & deploy skills: C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

C1 Religious Education key questions: an overview

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/interpreting)
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)		1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe?	L2.1 What do different people believe about God?	U2.1 Why do some people believe God exists?	3.1 Do we need to prove God's existence?
	F1 Which stories are special and why?	1.4 What can we learn from sacred books?	L2.2 Why is the Bible so important for Christians today?		3.2 Does living biblically mean obeying the whole Bible?
	F2 Which people are special and why?		L2.3 Why is Jesus inspiring to some people?	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	3.3 What is so radical about Jesus?
				U2.3 What do religions say to us when life gets hard?	3.4 Is death the end? Does it matter? 3.5 Why is there suffering? Are there any good solutions?
Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	F3. What places are special and why?	1.5 What makes some places sacred?	L2.4 Why do people pray?	U2.4 If God is everywhere, why go to a place of worship?	3.6 Should religious buildings be sold to feed the starving?
	F4. What times are special and why?	1.6 How and why do we celebrate special and sacred times?	L2.5 Why are festivals important to religious communities? L2.6 Why do some people think that life is a journey and what significant experiences mark this?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	3.7 How can people express the spiritual through the arts?



Crayke Church of England Primary School

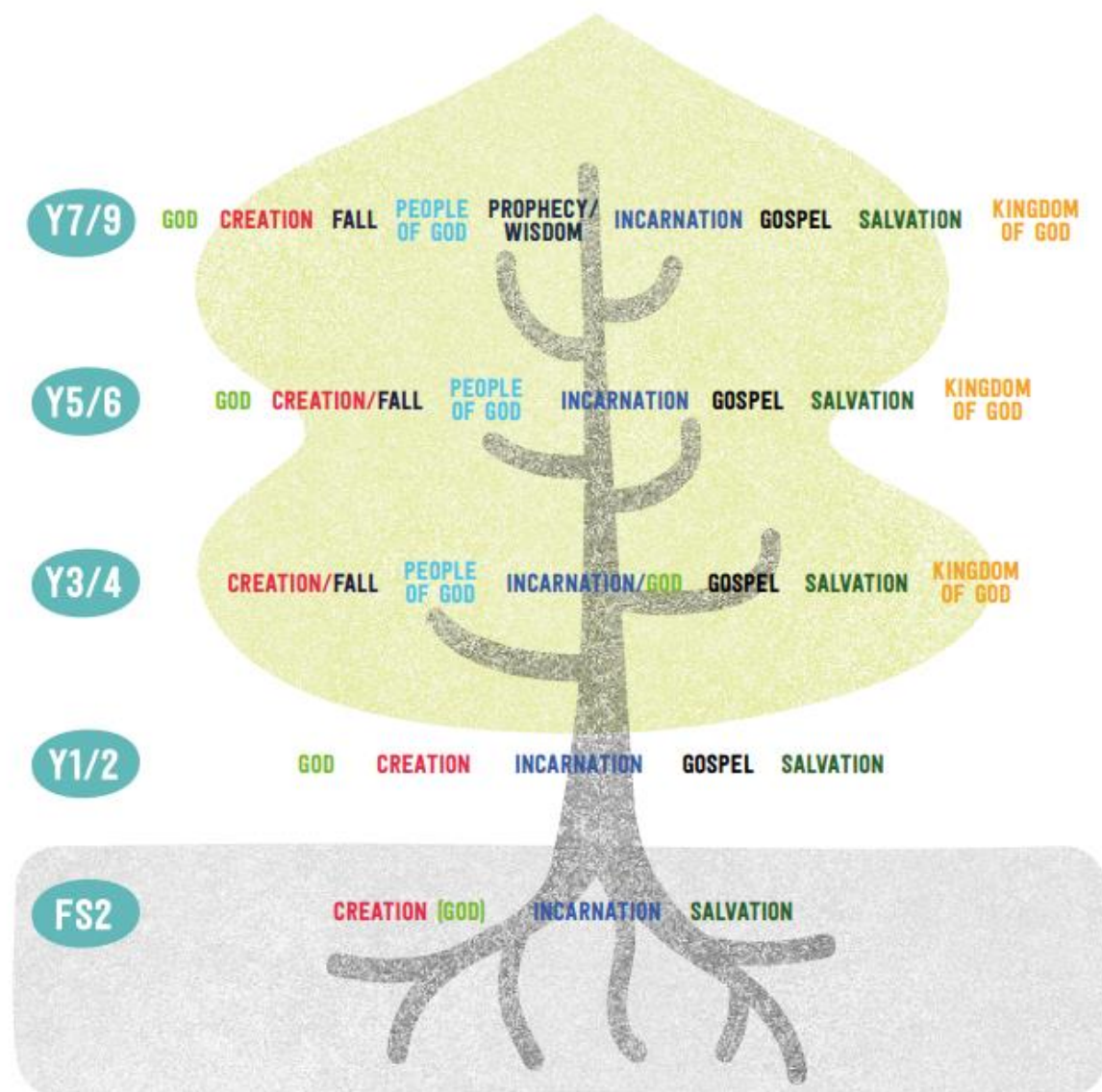
Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/interpreting)
Living (Religious practices and ways of living; questions about values and commitments)	F5. Being special: where do we belong?	1.7 What does it mean to belong to a faith community?	L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today?	U2.6 What does it mean to be a Muslim in Britain today?	3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?
					3.9 Should happiness be the purpose of life?
		1.8 How should we care for others and the world, and why does it matter?	L2.9 What can we learn from religions about deciding what is right and wrong?	U2.7 What matters most to Christians and Humanists?	3.10 Does religion help people to be good?
	F6. What is special about our world?			U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?	3.11 What difference does it make to believe in...?
					3.12 Is religion a power for peace or a cause of conflict in the world today?



Crayke Church of England Primary School









Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION





Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

	GOD	Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.
	CREATION	The universe and human life are God's good creation. Humans are made in the image of God.
	FALL	Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.
	PEOPLE OF GOD	The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, ¹ who tried to persuade people to stick with God. The plan appears to end in failure, with the people of God exiled and then returning, awaiting a 'messiah' – a rescuer.
	INCARNATION	The New Testament presents Jesus as the answer – the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.
	GOSPEL	Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour – particularly the weak and vulnerable – as part of loving God.
	SALVATION	Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.
	KINGDOM OF GOD	This does not mean that no one sins any more! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world – a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

Coverage of religions summary		Christians	Muslims	Jewish people	Hindus	Humanists
YEAR A						
Reception	Autumn 1	✓	✓		✓	
	Autumn 2	✓	✓	✓		
	Spring 1	✓	✓			
	Spring 2	✓	✓	✓		
	Summer 1	✓	✓		✓	
	Summer 2	✓	✓	✓		
Year 1/2	Autumn 1	✓	✓			
	Autumn 2	✓				
	Spring 1		✓			
	Spring 2	✓		✓		
	Summer 1	✓	✓	✓		
	Summer 2	✓				
Year 3/4	Autumn 1	✓				
	Autumn 2	✓	✓	✓	✓	
	Spring 1				✓	
	Spring 2	✓				
	Summer 1	✓		✓		✓
	Summer 2	✓				
Year 5/6	Autumn 1	✓				✓
	Autumn 2	✓				
	Spring 1		✓			
	Spring 2	✓				
	Summer 1	✓		✓	✓	
	Summer 2	✓	✓		✓	



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

Coverage of religions summary		Christians	Muslims	Jewish people	Hindus	Humanists
YEAR B						
Reception	Autumn 1	✓	✓		✓	
	Autumn 2	✓	✓	✓		
	Spring 1	✓	✓			
	Spring 2	✓	✓	✓		
	Summer 1	✓	✓		✓	
	Summer 2	✓	✓	✓		
Year 1/2	Autumn 1	✓				
	Autumn 2	✓	✓			
	Spring 1			✓		
	Spring 2	✓				
	Summer 1	✓	✓	✓		
	Summer 2	✓		✓		
Year 3/4	Autumn 1	✓	✓		✓	
	Autumn 2	✓				
	Spring 1	✓		✓	✓	
	Spring 2	✓				
	Summer 1	✓	✓			
	Summer 2	✓				
Year 5/6	Autumn 1	✓				
	Autumn 2	✓				
	Spring 1	✓			✓	✓
	Spring 2	✓				
	Summer 1	✓				✓
	Summer 2	✓	✓			✓



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

Vocabulary Progression: Religious Education

The following represents the core vocabulary introduced in each year group but is not an exhaustive list and subject specific vocabulary will be introduced in line with subject areas.

The following vocabulary is introduced in Reception

belonging	when you belong in a place or situation
Christmas	the Christian celebration of Jesus's birth
Community	a place and it's people
Easter faith	the Christian celebration of Jesus's death
love	a strong belief a person or thing that you love
special	better, greater or different

The following vocabulary is introduced in Year 1/2

Allah	the name of God among Muslims
Christianity	the religion based on Jesus Christ.
Church	a Christian place of worship.
Eid	a religious festival celebrated by Muslims at the end of Ramadan.
God	the Christian creator.
Islam	a religion based around the Qu'ran
Jesus	a religious leader in Christianity.
Mosque	a place of worship for Muslims.
Muslim	a person who follows the teachings of Islam.
Qu'ran	the Islamic Holy Book.
Ramadan	the ninth month of the Islamic calendar; a month of fasting special
sacred	special
worship	an act of religious devotion
advent	the period in the church calendar before Jesus was born
Easter Sunday	the day of Holy Week where Jesus was resurrected
faith	the religious beliefs a person holds
Good Friday	the day of Holy Week when Jesus was crucified



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

Holy Week Lent Maundy Thursday nativity Palm Sunday parable Qu’ran sacred	the week from Palm Sunday to Easter Sunday forty days before Easter the day of the Last Supper the birth of Jesus Christ the day of Holy Week when Jesus arrived in Jerusalem a story from the Bible. T he Islamic Holy Book. Special
The following vocabulary is introduced in Year 3 / 4	
Abraham Concept Divali Eucharist Festivals humility influence Prophet Muhammad (PBUH) reflection service	a patriarch and prophet who appears in multiple religions an idea the Hindu celebration and festival the Christian service remembering the Last Supper an event celebrated by a (religious) community being modest having an effect on someone’s character or beliefs the founder of the world religion of Islam a serious thought or consideration giving something back to your community
The following vocabulary is introduced in Year 5/6	
Allah Ahmisa Five Pillars of Islam Hajj humanist Pentecost Sawm Sallah	the common Arabic word for God. an Ancient Indian principle of non-violence the five duties expected of every Muslim. the commitment to pilgrimage to Mecca. People who shape their lives in the here and now the fiftieth day after Easter Sunday. the process of fasting in Islam. the practice of five daily prayer in Islam.



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

Shahadah	the belief in Muhammad as only one God.
trinity	the father, the son and the Holy Spirit.
Zakat	the Islamic belief in supporting charity



Crayke Church of England Primary School
Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION
Including pupils with SEND in R.E

Sound and light issues

- Interactive whiteboards are non-reflective to reduce glare.

Seating

- Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.

Resources

- Make sure maps, atlases, artefacts, models and photographs are accessible and labelled clearly. Make use of pupils' own digital presentations – eg of a visit or field trip – so that everyone can contribute.

Multi-sensory approaches

- Some pupils will have difficulty understanding abstract concepts such as spirituality, belief, opinion, friendship, justice, cooperation, conflict and empathy.



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

- Drama, role-play, games and simulations, can develop understanding of such concepts. Use of good-quality artefacts allows pupils to understand aspects of the different faiths.
- Artefacts can be used to develop pupils' observation skills and use of language. Pupil made videos or digital camera presentations of situations involving moral dilemmas can be powerful aids to learning, particularly for pupils for whom writing presents barriers

ICT

- Digital image technologies, both still and moving, are valuable tools for teaching RE. Pupils can use image technology to support the writing process – eg creating a storyboard of pictures as a scaffold for writing a narrative about a moral choice. ICT can offer alternatives to writing as a way of responding to text – eg creating an electronic presentation with images, as a response to text.

Planning support

- Pre-tutoring important RE vocabulary, concepts and/or processes, where appropriate, and preparing grids for recording information, which can be helpful for some pupils.

Developing responsibility

- Use collaborative tools like blogs, wikis and podcasts to enable pupils to make a positive contribution.



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

Teachers' communication

- Recognise that the language of RE may be challenging for many pupils, eg: " language used in religious texts may be difficult to understand and will need to be explained " some vocabulary can have different meanings in different contexts, and " metaphor, eg in the sayings of religious leaders or parables, can be interpreted literally by some pupils, thus creating confusion or misunderstanding.
- Plan to teach new vocabulary explicitly at the start of a new topic.
- Make sure that pre-tutoring on RE vocabulary is available for pupils, where appropriate. It may be necessary to present the same information in a range of different ways to aid understanding.

Pupils' communication

- Build on activities, visits and stories, using careful discussions that help pupils understand and use geographical vocabulary and help them to analyse and understand what they have seen.

Understanding the aims of the lesson

- Build up a chart (using a wallchart or other space) to show each lesson's focus and how successive lessons or topics link together to develop an area of work in R.E. This could include symbols, images or objects to make it more accessible.



Crayke Church of England Primary School

Curriculum Long Term Plan and Progression Overview – RELIGIOUS EDUCATION

Recapping

- Invite pupils to reformulate concepts in their own words to check their understanding – eg asking pupils how they would explain it to another person, using cartoons.

Reducing reliance on memory

- Use a digital camera to capture important findings on a field trip for future reference. Images can also be used to build a visual record.

Consolidating learning

- Leave enough time to consolidate pupils' learning away at different points.