

CRAYKE

CHURCH OF ENGLAND PRIMARY SCHOOL

Respect | Friendship | Forgiveness | Determination

"Follow your pathway and we grow together with confidence"

Curriculum Long Term Plan and Progression Religious Education



*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

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

Dalai Lama

Contents	
Item	Slide
What does it mean to be a Crayke Theologian and Philosopher? Overview	3
Intent, Implementation and Impact	4
Sequencing and Progression	8
Year B Coverage (2025/2026)	9
Year A Coverage (2026/2027)	11
Progression EYFS to KS3	13
Bridging EYFS and KS1	14
Progression Overview	15
Vocabulary progression	19

Subject Leader: Millie Seligman

Link Governor: Julie Cater

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

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

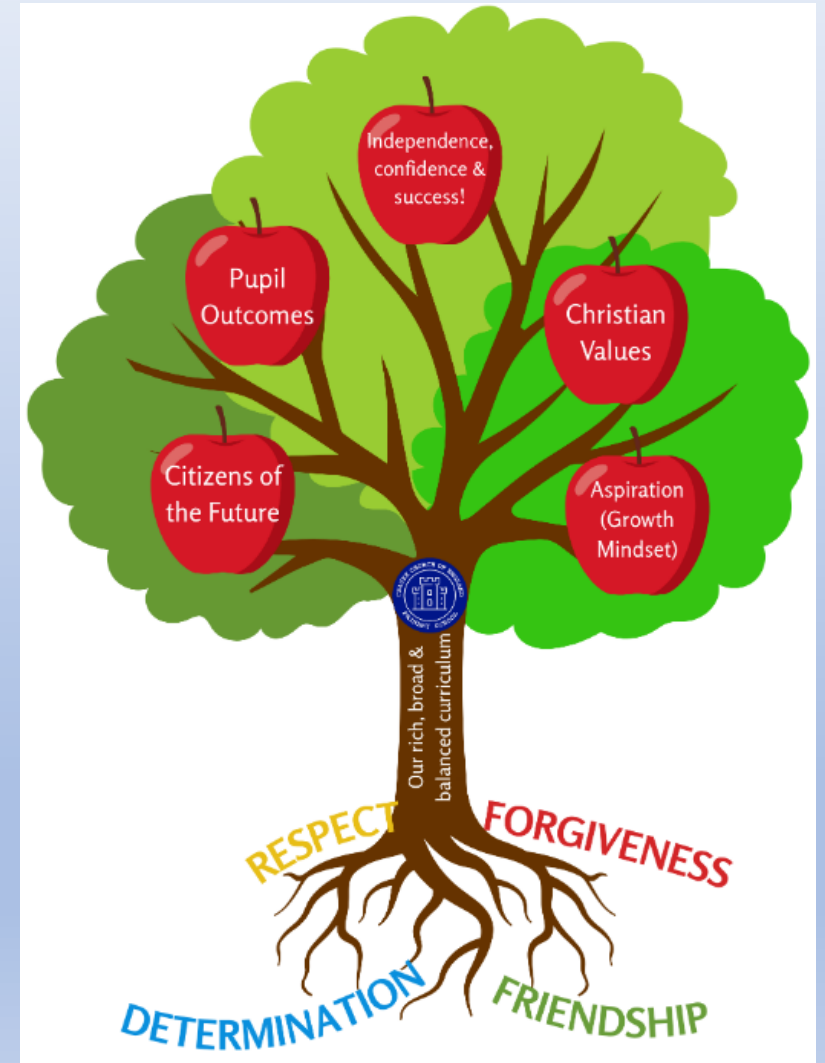
North Yorkshire Agreed Syllabus for RE	Understanding Christianity
Know about and understand (aim)	God
Express and communicate (aim)	Creation
Gain and deploy skills (aim)	Salvation
Believing (strand)	Incarnation
Expressing (strand)	
Living (strand)	

Intent

Ensuring access to a rich, broad and balanced curriculum, based upon and framed by our school values of Respect, Determination, Friendship and Forgiveness, is at the heart of Crayke's provision...

Rationale:

The fundamental aim of Crayke Church of England Primary School is to provide opportunities for children to develop as independent, confident, successful learners with high aspirations; creating citizens of the future who know how to make a positive contribution to their community and the wider society. We encourage and teach children to be tolerant of others and those with different world views and opinions. This aligns with our school vision which strives to enable children to **"Follow your pathway and grow together with confidence."**



RE intent:

- Being a Crayke Theologian and Philosopher means that:
- Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about and learn from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.
- The purpose of RE is captured in the principal aim, which is intended to be a short-hand version for day-to-day use.

Principal aim

- *The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.*

Implementation

Meeting North Yorkshire requirements, by following the 'North Yorkshire Agreed Syllabus for RE' (NASRE) and 'Understanding Christianity' (UC) we deliver a rich, broad and balanced curriculum. Crayke engages all learning styles using a variety of resources which support the teaching of the curriculum. The wider learning culture is promoted through our school values of 'Determination, Respect, Friendship and Forgiveness' and through a culture of our aspirational 'Crayke Growth Mindset'.

EYFS:

The EYFS part of the NYASRE and UC is taught in a variety of ways through adult-led and adult-supported tasks and child initiated learning in well resourced provision areas, both indoors and outdoors.

KS1 & KS2:

Using the NYASRE and UC units of work, we follow a rolling 2 year programme (Year A and Year B) This ensures that all key topics are covered and supports the progression of skills across our mixed age classes.

Where appropriate, we block learning in order to immerse children fully. Where relevant and possible, we offer enrichment activities to motivate, excite and inspire pupils in the form of 'Stunning Starts', 'Marvellous Middles' and 'Fabulous Finishes' – these may take the form of educational visits, visitors, theme days, achievement assemblies, exhibitions etc..

We link our teaching to key texts from the religions covered, that will enrich language and provide context to learning; this involves challenges based around an enquiry question as a starting point e.g. 'If God is everywhere, why go to a place of worship?' We follow our lesson structure (see attached) making connections and spotting values through our RE lessons.

Creatively produced RE books give children a sense of pride in the presentation of their work.

RE impact:

Impact will be measured by assessing formatively against the NYASRE and UC assessment statements through 'Insight pupil tracking' at termly intervals as: **Below** / **Just below** / **On track**

Crayke theologians and philosophers will be able to demonstrate the essential characteristics of RE detailed in the Intent section above.

They will successfully be able to:

Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

They will use the school Christian values of Respect, Determination, Friendship and Forgiveness to drive their RE attainment and show progress against the milestones alongside demonstrating aspiration, confidence, independence as they develop in to citizens of the future.

Sequencing and Progression

- Coverage of a range of religions is planned as part of our curriculum offer.
- 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.

Stage	Religion/World View				
EYFS	Christians	Jewish People	Hindus		
Key Stage 1	Christians	Jewish People	Hindus		
Lower Key Stage 2	Christians	Jewish People	Hindus	Non-religious	
Upper Key Stage 2	Christians	Jewish People	Hindus	Non-religious	Muslims

Year B Coverage (2025/2026)

	AUTUMN	SPRING	SUMMER
EYFS	LIVING NYCC F5 Being Special: Where do we belong? (Thematic – Christians, Hindus and Jewish people)	EXPRESSING NYCC F3 Which places are special and why? (Thematic – Christians, Hindus and Jewish people)	EXPRESSING NYCC F4 Which times are special and why? (Thematic – can cover Christians and Jewish people)
	UC Unit F2 Incarnation Why do Christians perform nativity plays at Christmas? (Systematic – Christianity)	UC Unit F3 Salvation Why is Easter special to Christians? (Systematic – Christianity)	BELIEVING NYCC F1 Which stories are special and why? (Thematic – Christians, Jewish people and Hindus)
	AUTUMN	SPRING	SUMMER
KEY STAGE 1	LIVING NYCC KQ1.7 What does it mean to belong to a faith community? (Thematic – Christians and Jewish people)	BELIEVING NYCC KQ1.4 What can we learn from sacred books? * (Thematic – Christians and Jewish people) *The story of Jonah is in KQ1.1 so do not use in this unit but highlight connection.	BELIEVING NYCC KQ1.3 Who is Jewish and what do they believe? PART 2 (Systematic – Jewish people) <i>Passover/Pesach</i>
	EXPRESSING NYCC KQ1.5 What makes some places sacred? (Thematic – Christians and Jewish people)	UC Unit 1.5 Salvation Why does Easter matter to Christians? (Systematic – Christians) <i>Easter</i>	UC Unit 1.1 God What do Christians believe God is like? (Systematic -Christians)

LOWER KEY STAGE 2	AUTUMN	SPRING	SUMMER
	EXPRESSING NYCC KQL2.4 Why do people pray? (Thematic – Christians and Hindus) <i>Diwali</i>	LIVING NYCC KQL2.8 What does it mean to be a Hindu in Britain today? PART 2 (Systematic – Hindus)	LIVING NYCC KQL2.10 How do family life and festivals show what matters to Jewish people? (Systematic – Jewish people) <i>Passover/Pesach</i>
	BELIEVING NYCC KQL2.3 Why is the Bible so important for Christians today? (Systematic – Christians)	EXPRESSING NYCC KQL2.5 Why are festivals important to religious communities? PART 2 (Thematic – Hindus and Jewish people) <i>Holi Week, Easter</i>	UC Unit L2.6 <i>God</i> For Christians, when Jesus left, what was the impact of Pentecost? (Systematic – Christians) <i>Pentecost</i>
UPPER KEY STAGE 2	AUTUMN	SPRING	SUMMER
	BELIEVING NYCC KQU2.1 Why do some people believe in God and some people not? (Thematic – Christians, Non-Religious)	EXPRESSING NYCC KQU2.4 If God is everywhere, why go to a place of worship? (Thematic – Christians, Hindus and Jewish people)	LIVING NYCC KQU2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)? (Thematic – Christians, Hindus and Muslims)
	UC Unit U2B.6 <i>Incarnation</i> Why do Christians believe Jesus was the Messiah? (Systematic – Christians) <i>Christmas</i>	LIVING NYCC KQU2.6 What does it mean to be a Muslim in Britain today? (Systematic – Muslims) PART 2 <i>The Hajj/Eid-al Adha</i>	UC Unit U2.2 <i>Creation</i> Creation and Science. Conflicting or complementary? (Systematic – Christians) <u>TRIP – YORK MINSTER CREATION WORKSHOP</u>

Year A Coverage (2026/2027)

EYFS	AUTUMN	SPRING	SUMMER
	LIVING NYCC F5 Being Special: Where do we belong? (Thematic – Christians, Hindus and Jewish people)	EXPRESSING NYCC F3 Which places are special and why? (Thematic – Christians, Jewish people)	EXPRESSING NYCC F4 Which times are special and why? (Thematic – can cover Christians, Hindus and Jewish people)
KEY STAGE 1	UC Unit F2 Incarnation Why do Christians perform nativity plays at Christmas? (Systematic – Christianity)	UC Unit F3 Salvation Why is Easter special to Christians? (Systematic – Christianity)	BELIEVING NYCC F1 Which stories are special and why? (Thematic – Christians, Jewish people and Hindus)
	AUTUMN	SPRING	SUMMER
	BELIEVING NYCC KQ1.3 Who is Jewish and what do they believe? PART 1 (Systematic – Jewish people) <i>Rosh Hashanah/Yom Kippur/Sukkot</i>	LIVING NYCC KQ1.9 Who is a Hindu and how do they live? (Systematic – Hindu)	LIVING NYCC KQ1.8 How should we care for others and the world and why does it matter? (Thematic – Christians and Jewish people)
	UC Unit 1.3 Incarnation Why does Christmas matter to Christians? (Systematic – Christians) TRIP – YORK MINSTER CHRISTMAS WORKSHOP <i>Christmas</i>	EXPRESSING NYCC KQ1.6 How and why do we celebrate special and sacred times? (Thematic – Christians and Jewish people) <i>Easter</i>	BELIEVING NYCC KQ1.1 Who is a Christian and what do they believe? (Systematic – Christians)

LOWER KEY STAGE 2	AUTUMN	SPRING	SUMMER
	BELIEVING NYCC KQL2.1 What do different people believe about God? (Thematic – Christians and Hindus) <i>Diwali</i>	LIVING NYCC KQL2.8 What does it mean to be a Hindu in Britain today? PART 1 (Systematic – Hindus)	UC Unit L2.5 Salvation Why do Christians call the day Jesus died Good Friday? (Systematic – Christian)
	UC Unit 2A.3 Incarnation What is the Trinity and why is it important to Christians? (Systematic – Christians)	EXPRESSING NYCC KQL2.5 Why are festivals important to religious communities? PART 1 (Thematic – Christians) <i>Easter</i>	LIVING NYCC KQL2.11 What does it mean to be a Humanist in Britain today? (Systematic – Non-Religious)
UPPER KEY STAGE 2	AUTUMN	SPRING	SUMMER
	EXPRESSING NYCC KQU2.9 What can be done to reduce racism? Can religion help? (Thematic – Christians, Muslims, Jewish people and Non-Religious)	LIVING NYCC KQU2.6 What does it mean to be a Muslim in Britain today? (Systematic – Muslims) PART 1 <i>Ramadan/Eid al-Fitr</i>	BELIEVING NYCC KQU2.2 What would Jesus do? Can people live by the values of Jesus in the 21 st century? (Systematic - Christianity)
	UC Unit U2.1 God What does it mean if Christians believe God is holy and loving? (Systematic – Christians)	UC Unit U2B.6 Salvation What do Christians believe Jesus did to save people? (Systematic – Christians) <i>Easter</i>	EXPRESSING NYCC KQU2.5 Is it better to express your religion in arts and architecture or in charity or generosity? (Thematic – Christians, Muslims, Jewish people and Non-Religious)

Progression in RE – EYFS to KS3

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?
Expressing	F3 Which places are special and why? F4 Which times are special and why?
Living	F5 Where do we belong?
Understanding Christianity	F2 Incarnation - nativity F3 Salvation - Easter

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 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

Bridging EYFS and Key Stage 1

Bridging EYFS and Key Stage 1 – Religious Education

Organisation of knowledge	Believing	Living	Expressing
Relevant ELG	ELG: listening, attention and understanding - 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 ELG: self-regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly ELG: people, culture and communities - 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	• 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	• 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	• 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

Progression Overview

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.

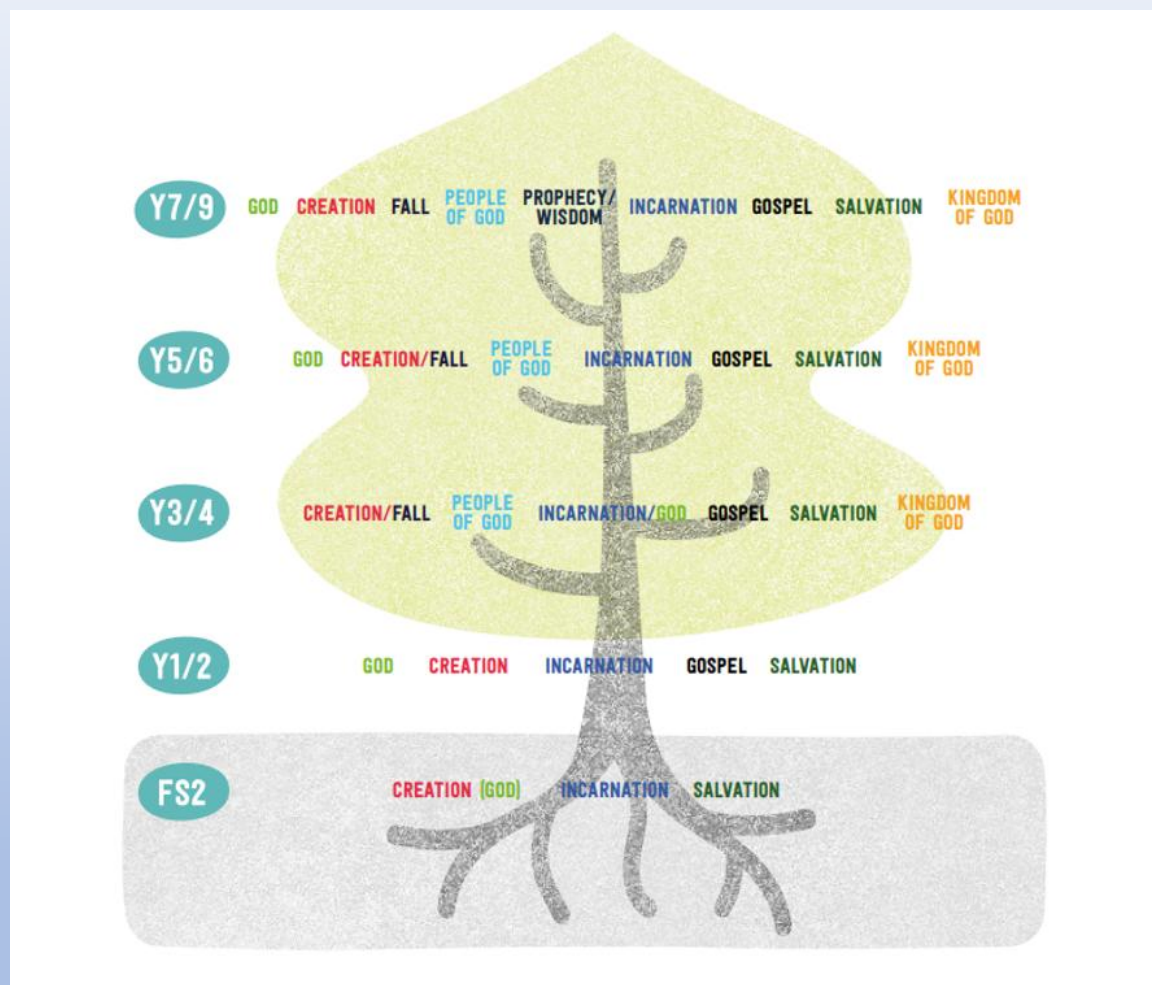
C1 Religious Education key questions: an overview

	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?	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?
			L2.6 Why do some people think that life is a journey and what significant experiences mark this?		

Living

(Religious practices and ways of living;
questions about values and commitments)

FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/interpreting)
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?



	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.

Vocabulary Progression

Progression in language: This table shows how learning across the age groups develops and uses the language of religious study and of particular worldviews in increasing depth and complexity. The selected terminology is a brief minimum that features in the plans and can contribute to coherent progression.

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
The general language of religious study	Religion Special books Special places Special stories Prayer Love Faith Worship Festival	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred, creation story	Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model.	Religion, harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion, prejudice, persecution
Christians	Christmas Bible Church Jesus Christening Easter	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven	Biblical authority and inspiration, intelligent design, theology, Christian ethics, 'Just war', sanctity of life,
Jewish People	Moses Passover Torah Synagogue Sukkot	Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh	Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah	Judaism, Jewish, synagogue, schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, tzedakah, tikkun olam
Hindus	Diwali Aum Raksha Bandhan Rakhi	Hindu, murtis, gods, goddesses, Diwali, Holi	Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana	Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma
Muslims				Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Mosque, Hajj.
Non-Religious Worldviews			Humanist, Golden Rule, nonreligious, spiritual but not religious, reason, atheist	Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious'