

Banister Primary School
RE Progression
EYFS

Year R

	Autumn 1 Celebrations	Autumn 2 Family	Spring 1 Festivals around the world	Spring 2 New life	Summer 1 Special people	Summer 2 Special places	End point
Vocabulary	<i>Birthday, Community, party, Jesus, Christmas, Nativity</i>	<i>Family, parents/guardians, siblings, Jesus, Christmas, Nativity</i>	<i>Hanukah, Diwali, Christmas, Festivals, Thanksgiving</i>	<i>New, life, change, Easter, symbol, Spring</i>	<i>Special, people, community, friends, family, Christians, Hindus, Sikhs, Muslims, Buddhists, Jews</i>	<i>Special, place, community, place of worship, Christians, Hindus, Sikhs, Muslims, Buddhists, Jews</i>	To use some vocabulary in simple sentences
Communicate	To simply talk about celebration that is important to me.	To simply talk about why family that is important to me.	To simply talk about festivals that are important to me.	To simply talk about new life in spring that is important to me.	To simply talk about a special person that is important to me.	To simply talk about a special place that is important to me.	By the end of the year, EYFS children should “ 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. ” This will help them deepen the 5 skills in further years
Apply	To simply identify examples of how celebration relates to my own and others lives’.	To simply identify examples of how family relates to my own and others lives’.	To simply identify examples of how festivals relate to my own and others lives’.	To simply identify examples of how new life in spring relates to my own and others lives’.	To simply identify examples of how special people relate to my own and others lives’.	To simply identify examples of how special places relate to my own and others lives’.	
Inquire	To simply recognise features of celebrations.	To simply recognise features of different families.	To simply recognise features of festivals around the world.	To simply recognise what new life appears in spring.	To simply recognise ways special people are important in the community.	To simply recognise ways places can be special.	
Contextualise	To simply recognise ways Christians celebrate.	To simply recognise ways Christians spend time with family at Christmas time.	To simply recognise ways religious and non-religious people celebrate festivals.	To simply recognise ways Christians show new life at Easter.	To simply recognise ways people in religious and non-religious communities have special people.	To simply recognise ways people in religious and non-religious communities have special places.	
Evaluate	To simply talk about the importance of celebrations for myself and Christians.	To simply talk about the importance of family at Christmas for myself and Christians.	To simply talk about the importance of festivals for myself, religious and non-religious people.	To simply talk about the importance of new life at Easter for myself and Christians.	To simply talk about the importance of special people for myself and people in communities.	To simply talk about the importance of special places for myself, religious and non-religious people.	

Banister Primary School
RE Progression
KS1

Year 1

	Autumn 1 Thankfulness	Autumn 2 Journey's end	Spring 1 Gods	Spring 2 Authority	Summer 1 Kindness	Summer 2 Remembering	End point
Vocabulary	<i>Christian, thankful, harvest, celebrate, festival</i>	<i>Christian, Jesus, journey, end, nativity</i>	<i>God, Ganesh, features, deities, Lakshmi, Rama, represents</i>	<i>Christian, Jesus, events, command, control, community, situations, obey, disobey, bible, right thing to do</i>	<i>Kindness, generous, thoughtful, Buddha, love</i>	<i>Janmashtami, remembering, special, memories, Khrishna, Hindu, celebration,</i>	To use some vocabulary in simple sentences, written and verbal.
Communicate	To talk about a time something important to me made me thankful.	To talk about my own responses to journey's end in my experiences.	To talk about my responses to the concept of God.	To talk about my own responses to authority figures.	To talk about and share my own experience of kindness	To talk about my own responses to remembering.	At Communicate express creatively their response to their own experiences of the concept/ words introduced
Apply	To identify examples of how being thankful relates to my own life and others.	To identify how different journey's ends can relate to my life	To identify simple examples of when we think about God.	To identify examples of ways in which people with authority affect mine and others lives.	To identify how kindness affects my own and others' lives.	To identify examples of ways in which people we remember affect mine and others lives.	At Apply recognise their responses relate to events in their own lives
Inquire	To talk about what thankfulness is and list some features of celebration.	To identify and talk about different journey's ends.	To identify and talk about the concept of God.	To talk about the meaning of the concept authority.	To talk about the meaning of kindness	To talk about the meaning of the concept remembering.	At Inquire and Contextualise recognise what has been taught about the concept/ word and how they are used in the tradition studied.
Contextualise	To recognise ways that Christians are thankful for and celebrate the Harvest.	To recognise the journey's end of the characters in the Christmas birth narratives.	To recognise different ways in which the concept of God is expressed in Hinduism.	To recognise events in Jesus' life, which demonstrate his authority.	To recognise how some Buddhists show kindness to others.	To recognise parts of the story that Hindu's will remember.	
Evaluate	To talk about the importance for Christians of celebrating and bring thankful for Harvest.	To talk about the importance of the journey's end to Christians.	To talk about the concepts by describing the value of God to Hindus.	To talk about the importance of Jesus' authority to Christians.	To talk about the importance of kindness to Buddhists	To talk about the importance of remembering Krishna to Hindus.	At Evaluate in simple terms children recognise something of value of these concepts/ words in their lives of those living in the

							traditions studied as well as for their own lives and communities
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Banister Primary School
RE Progression
KS1

Year 2

	Autumn 1 Symbol	Autumn 2 Angels through art	Spring 1 Change	Spring 2 Sadness to happiness	Summer 1 Story telling	Summer 2 Belonging	End point
Vocabulary	<i>Symbol, symbolism, bread, water, important, Christianity, Hindu</i>	<i>Angels, Bible, art, stereotype, interpretations</i>	<i>Change, Jesus, good or bad, bible</i>	<i>Sad, happy, change, moods, emotions, Easter, bible, events</i>	<i>Storytelling, story, listen, Hindu, religious storytellers</i>	<i>Belonging, Hindu, group, family, religion, Krishna, worship, place of worship</i>	To use all vocabulary in simple sentences, written and verbal.
Communicate	To describe in simple terms why water and bread is important to me.	To describe in simple terms my own ideas about angels.	To describe in simple terms about different types of change in my experiences.	To describe in simple terms my own experiences of sad then happy.	To describe in simple terms my own responses to storytelling.	To describe in simple terms my own responses to belonging	At Communicate express creatively their response to their own experience of concepts/ words introduced
Apply	To identify how bread and water can be important to others around me.	To identify examples of my own thoughts about angels and compare it to others.	To identify how my responses to change affect my life and others.	To describe in simple terms feelings of sadness and happiness in different situations for different people.	To describe in simple terms examples of ways in which people who are storytellers affect mine and others lives.	To describe in simple terms examples of ways how belonging affects mine and others lives.	At Apply recognise how their responses relate to events in their own and sometimes other people's lives
Inquire	To identify examples of what pilgrimage means	To describe in simple terms different concepts of angels.	To simply describe about the meaning of change and the different types of change.	To identify and talk about the concept of sadness and happiness.	To identify the meaning of the concept story telling.	To identify the meaning of the concept belonging.	At Inquire and Contextualise simply describe what has been taught about how the concept/word and how it is used in the tradition studied
Contextualise	To simply describe why water and bread are important to Hindu's and other religions.	To simply describe specific angels within Christianity.	To simply describe why Christians believe that Jesus changed some people's lives.	To simply describe how sadness and happiness are significant in the Easter story.	To describe in simple terms examples of story telling with Hinduism.	To describe in simple terms how Hindus belong in their religion.	
Evaluate	To simply describe the importance of	To simply describe the importance of	To simply describes why the idea of Jesus	To simply describe the importance of the	To describe in simple terms the importance of story	To describe in simple terms the importance of	At Evaluate in simple terms children can discern something

	bread and water in different religions.	angels for Christians.	being able to change people is important to Christians and identify issues raised.	feelings of sadness and happiness to Christians when they remember the Easter story.	telling within Hinduism.	belonging to Hindus	of the value of these concept/ words in the lives of those living in the traditions studied as well as for their own lives and communities
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Banister Primary School
RE Progression
KS2

Year 3

	Autumn 1 Authority	Autumn 2 Symbols of light	Spring 1 Sacred Places	Spring 2 Identity	Summer 1 Suffering	Summer 2 Neighbour	End point
Vocabulary	<i>Qur'an, bible, torah, surah, old testament, new testament, Arabic, Hebrew, greek, Allah, Muhammad (PBUH), angel Gabriel, Jesus, apostles, oral tradition, Egypt, Isreal, Saudi Arabia</i>	<i>Diwali, diva lamp, Rangoli pattern, fireworks, puja, new year, fesitival, Hindu, Aarti plate, puja thali, mendhi, lantern, sweets, hannukah, Judaism, Jewish, Menorah, torah, synagogue, Rabbi, Maccabees, holy temple, Seleucid empire, star of david, driedel, gelt, latkes, advent, annual, Christmas, Christian, rejoice, gospel, orthodox, roman catholic, denomination</i>	<i>Temple, puja, darshan, mandirs, murtis, the vedas, synagogue, Jerusalem, rabbi, torah, ark, yad, ten commandments, bimah, kippah, tallit, shofar</i>	<i>Identity, biasakhi, the Five Ks of Sikhism (kirpan, kesh, kangha, kara and kachera), guru, festivals, traditional dress,</i>	<i>Eucharist, mass, symbol, bread, wine, sacrifice, church, supper, chalice, communion</i>	<i>Neighbour, community, Jesus, Parables, Christians.</i>	To use all vocabulary in sentences, written and verbal.
Communicate	To begin to describe my own response to the concept of specialness in relation to books.	To begin to describe my feelings associated with light and dark.	To describe what is meant by sacred.	To begin to describe my own response to identity	To begin to describe my own responses and ideas about symbols.	To begin to describe my own responses and ideas about neighbours.	At Communicate begin to express creatively as well as describe their own responses to their own experiences of the concept/ words introduced

Apply	To begin to describe examples of how and why books can be special to me and others.	To begin to describe why light is important to me and others.	To begin to describe a sacred place that is significant to Hindus.	To begin to describe how identity relates to my own and others' lives.	To begin to describe examples of how feelings/responses to symbols affect my own life and others	To begin to describe how neighbours and community affects my own life and others	At Apply begin to recognise and describe how their responses relate to events in their own and sometimes other people's lives.
Inquire	To begin to describe the meaning of specialness.	To begin to describe light as an important symbol in religion.	To begin to describe and evaluate the value of sacred places to Hindus.	To begin to describe what the concept of identity is.	To begin to describe the meaning of the concept symbol.	To begin to describe the meaning of the concept neighbour.	At Inquire begin to accurately describe what has been taught about the meanings of concepts/ words
Contextualise	To begin to describe ways in which the Bible is special to Christians and the Qu'ran to Muslims.	To begin to describe why light is important in the festival of Diwali for Hindus.	To begin to describe my own response to sacred and reflect on a place that is sacred to me.	To begin to describe how identity takes place within the Sikh faith	To begin to describe how and why the symbols of bread and wine are used by Christians.	To describe Christian views of the concept neighbour.	At Contextualise begin to accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied
Evaluate	To evaluate and describe the value of these special books to people of different religions.	To evaluate and describe the value of light within religion.	To describe how sacred places can affect my own and others lives.	To begin to describe and evaluate the value of a sense of identity	To begin to describe and evaluate the importance of the symbols to Christians.	To begin to describe and evaluate the importance of community and neighbours.	At Evaluate begin to discern and describe the value of these concepts/ words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. At Evaluate begin to discern possible value for their own lives and communities.

Banister Primary School
RE Progression
KS2

Year 4

	Autumn 1 Devotion	Autumn 2 Interpretations	Spring 1 Wisdom	Spring 2 Ritual	Summer 1 Good and evil	Summer 2 Sewa	End point
Vocabulary	<i>Routine, ritual, worship, devotion, deity, the 5 Ks</i>	<i>Interpretations, birth narrative, Jesus, bible, nativity</i>	<i>Wisdom, Gurus, wise, Sikh, wise choice/decision,</i>	<i>Routine, ritual, paschal candle, tomb, Easter, important, reassuring</i>	<i>Holi, good and evil, Hindu, Vishnu,</i>	<i>Sewa, Tan sewa, man sewa, dhan sewa, service, Waheguru, languor, the 3 foundations of Sikh</i>	To use all vocabulary in sentences accurately, written and verbal.
Communicate	To describe my own experiences of rituals.	To describe my own response to the way in which different interpretations of situations have been evident in their own experience.	To describe my own responses to the Wisdom.	To describe my own response to rituals in my own experience.	To describe my own responses to the concepts of good and evil.	To describe my own experiences of service.	At Communicate express creatively as well as describe their own responses to their own experiences of the concept/ words introduced
Apply	To describe how rituals affect my own and others lives.	To describe how my ideas about interpretation may affect my own and others experiences.	To describe my own ideas and understanding of Wisdom and how it effects my own and others' lives.	To describe examples of how my response to rituals applies in different situations, in mine and others	To describe incidents in my own and others lives where good comes out of evil.	To describe how service affects my own and others' lives	At Apply recognise and describe how their responses relate to events in their own and sometimes other people's lives.
Inquire	To describe the concept of ritual, devotion and worship.	To describe the meaning of the word interpretation.	To describe what wisdom means	To describe the meaning of the concept of ritual.	To describe the concepts of good and evil.	To describe the concept of service	At Inquire accurately describe what has been taught about the meanings of concepts/ words
Contextualise	To understand and describe what rituals religious people have when worshipping.	To describe why there are two interpretations of the story of the birth of Jesus in the bible.	To describe how Sikh Gurus show wisdom.	To describe how Christians use the Paschal Candle in a ritual to remember the resurrection of Jesus.	To describe ways in which Hindus remember good and evil in the story and celebrations of Holi.	To understand and describe what service means in the Sikhi faith.	At Contextualise accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied
Evaluate	To describe and evaluate the	To describe and evaluate the value	To describe and evaluate why	To describe and evaluate the	To describe and evaluate the value	To describe and evaluate the	At Evaluate discern and describe the

	importance of rituals within worship.	of the two interpretations for Christians and describe some issues raised.	Sikhs view Gurus as wise.	importance of ritual by describing the of the ritual to Christians and by identifying an issue raised.	of the ways in which good over evil is celebrated and identify an issue raised.	importance of service within religion.	<p>value of these concepts/ words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise.</p> <p>At Evaluate discern possible value for their own lives and communities.</p>
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Year 5

	Autumn1 Stewardship	Autumn 2 Justice	Spring 1 Creation	Spring 2 Power	Summer 1 A good life	Summer 2 Death and the afterlife	End point
Vocabulary	<i>Precious, earth, inspire, look after, protect, khalifah, indigenous people</i>	<i>Justice, god, qur'an, fair, just, unjust, consequence</i>	<i>Creation, Christian, Muslims, Hindu, non-religious, God</i>	<i>Power, influence, authority, command, control, god, omniscient, omnipotence, omnipresent</i>	<i>Humanist, A good life, bad life, immoral, moral, consequence, rules</i>	<i>Death, afterlife, interpretation, emotional response, religious, non-religious</i>	To use all vocabulary in sentences accurately, written and verbal, and used within some reasoning.
Communicate	To begin to explain my own response to the concept of stewardship.	To begin to explain my own response to justice.	To begin to explain my own respond to the concept of creation.	To begin to explain my own response to power.	To begin to explain my own response to what it means to live a good life.	To begin to explain my own response to death and the afterlife.	At Communicate begin to respond creatively as well as begin to explain their response to their own experiences of the concepts introduced.
Apply	To begin to explain how the concept can be applied in their own and others lives.	To begin to explain how justice relates to my own and others' lives.	To begin to explain examples of how my response to create relates to my own and others' lives.	To begin to explain how power relates to my own and others' lives.	To begin to explain a good life affect my own and others' lives.	To begin to explain how death and the afterlife affect my own and others' lives.	At Apply begin to explain some examples of how their responses relate to events in their own and other people's lives.
Inquire	To begin to explain what the concept stewardship is.	To begin to explain what the concept of justice is.	To begin to explain the concept of creation	To begin to explain what the concept of power means.	To begin to explain what the concept of a good life is.	To begin to explain what the concept of death and the afterlife is.	At Inquire begin to accurately explain meanings of concepts in traditions encountered and studied.
Contextualise	To begin to explain how stewardship is expressed within the Muslim world view.	To begin to explain how justice takes place within religion.	To begin to explain the Christian, Hindu and Islam creation stories.	To begin to explain the power of God takes place within Christianity.	To begin to explain how a good life is important to Humanists.	To begin to explain how death and the afterlife are important to different religions.	At Contextualise begin to accurately explain the way the concept in the traditions encountered studied impact the lives of those in the

							traditions with examples.
Evaluate	To evaluate by beginning to explain the importance and relevance of stewardship to Muslims and myself.	To begin to explain the importance of justice within religion.	To begin to explain and evaluate why I think Christians, Hindus and Muslims value these stories.	To begin to explain and evaluate the importance of the Power of God to Christians.	To begin to explain the importance of a good life.	To begin to explain the importance of death and the afterlife within different religions.	At Evaluate begin to discern the value of these concepts in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise. At Evaluate begin to discern possible value in the concepts for their own lives and communities.

Banister Primary School
RE Progression
KS2

Year 6

	Autumn 1 Temptation	Autumn 2 Prophecy	Spring 1 Persecution	Spring 2 Resurrection	Summer 1 Dukkha	Summer 2 Rules for living	End point
Vocabulary	<i>Bribe, fitnah, prophet, resist, moral, conscience, choice, consequence, responsibility, free will</i>	<i>Prophecy, prophet, nativity, magi, gold, frankincense, myrrh</i>	<i>Aryan race, concentration camps, death camp, dehumanization, genocide, holocaust, propaganda</i>	<i>Cross, symbol, tomb, resurrection, worship, Easter, new life, good vs evil, hope, death, influence</i>	<i>Buddha, Sangha, dukkha, enlightenment, meditation, suffering, dharma, eight fold path, the 4 noble truths</i>	<i>Worship, Muslim, Islam, community, religious traditions, dedication, prayer, unity, pillars of Islam,</i>	To use all vocabulary in sentences accurately, written and verbal, and used within all reasoning.
Communicate	To explain my own response to temptation.	To explain my own response to prophets and prophecies.	To explain my own responses to persecution during WW2.	To explain my own response to resurrection.	To explain my own responses and ideas about Dukkha.	To explain my own response to rules within worship and community.	At Communicate respond creatively as well as begin to explain their response to their own experiences of the concepts introduced.
Apply	To explain how temptation and making choices relate to my own and others' lives.	To explain how prophecies relate to my own and others' lives	To explain how persecution relates to my own and others' lives.	To explain how resurrection relate to my own and others' lives	To explain how Dukkha affect my own life and others	To explain how rules for living relate to my own and others' lives.	At Apply explain some examples of how their responses relate to events in their own and other people's lives.
Inquire	To explain what the concept of temptation is.	To explain what the concept of prophecy is.	To explain what the concept of persecution is.	To explain what the concept of resurrection is.	To explain the meaning of the concept Dukkha.	To explain what the concept of worship and community is.	At Inquire accurately explain meanings of concepts in traditions encountered and studied.
Contextualise	To explain how temptation take place within Islam.	To explain how prophecy take place within Christianity.	To explain how someone might be effected by persecution.	To explain how resurrection take place within Christianity.	To explain how Dukkha relates to the practice of Buddhists.	To explain how worship take place within Islam and the 5 pillars.	At Contextualise accurately explain the way the concept in the traditions encountered studied impact the lives of those in the traditions with examples.

Evaluate	To explain and evaluate the value temptation has to Muslims.	To explain and evaluate the value prophecy has to Christians	To explain and evaluate how people might feel under persecution.	To explain and evaluate the value resurrection has to Christians.	To explain and evaluate the importance of the Dukkha to Buddhists.	To explain and evaluate the value of worship and community within the pillars of Islam	At Evaluate discern the value of these concepts in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise. At Evaluate discern possible value in the concepts for their own lives and communities.
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