

## Knowledge and vocabulary for RE

It is expected that all pupils will have an understanding of the following statements.

<p><b>Essential content for Christianity in EYFS</b></p> <ul style="list-style-type: none"> <li>• Develop curiosity as to why Christians do nativity plays at Christmas.</li> <li>• Explain why Christians give and receive presents at Christmas.</li> <li>• Explain why Christians say Jesus is special.</li> <li>• Wonder why a minister pours water on babies in a baptism.</li> <li>• Talk about some things Christians might do in church.</li> <li>• Recall key important aspects of the Easter story and begin to explain why Christians think the resurrection is important.</li> </ul>	<p><b>Essential terms for the pupil to be applying when learning about Christianity</b>  Christmas, Incarnation, Easter, God, resurrection, church, baptism, Bible, Nativity, Christians, Christianity, minister</p>
<p><b>Essential content for Christianity in KS1</b></p> <ul style="list-style-type: none"> <li>• Identify key aspects of the Christmas story and explain why Jesus was good news for Christians.</li> <li>• Explain why Christians might choose to follow Jesus.</li> <li>• Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan and other parables studied.</li> <li>• Explain how Christians view the creation of the world and try to take care for it.</li> <li>• Evaluate what it means to Christians to belong to a church.</li> <li>• Talk about how Christians might use symbols in a church building and begin to suggest reasons why.</li> <li>• Describe key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus.</li> <li>• Evaluate key teachings studied from the Bible and explain why they may be important to Christians.</li> </ul>	<p><b>Essential terms for the pupil to be applying when learning about Christianity in KS1</b>  Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan  God, symbols, creation, stewardship, good news, Bible  Trinity, Holy Spirit, saviour</p>
<p><b>Essential content for Christianity in Lower KS2</b></p> <ul style="list-style-type: none"> <li>• Explain how Christians see God as 'Three in One' through symbols.</li> <li>• Analyse what Christians can learn about Jesus from nativity stories.</li> <li>• Describe and suggest reasons why Christians call Jesus, Saviour.</li> <li>• Explain the concept of salvation.</li> </ul>	<p><b>Essential terms for the pupil to be applying when learning about Christianity in lower KS2</b></p>

<ul style="list-style-type: none"> <li>Describe how Christians live their lives as disciples.</li> </ul>	<p>Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan  God, symbols, creation, stewardship, evolution, good news, bible  Lost Parables, prodigal son,</p>
<p><b>Essential content for Christianity in Upper KS2</b></p> <ul style="list-style-type: none"> <li>Describe how celebrating Easter shows a Christian understanding of Sacrifice and Reconciliation.</li> <li>Outline how Christians around the world read the Bible to maintain their relationship with God.</li> <li>Explain how Christians seek to live to advance the Kingdom of God on Earth.</li> <li>Make connections between Christianity, Judaism and Islam.</li> <li>Describe how references to Jesus’ death and resurrection found in the Church (artefacts, ritual or text) reinforce the Christian idea of forgiveness.</li> </ul>	<p><b>Essential terms for the pupil to be applying when learning about Christianity in Upper KS2.</b></p> <p>Jesus, Christianity, Christians, Church, Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan  God, symbols, creation, good news, Bible  Saviour, Messiah, Sacrifice, Reconciliation, Resurrection, Parable, Trinity. Holy Spirit, Salvation</p>
<p><b>Essential content for Islam in KS1</b></p> <ul style="list-style-type: none"> <li>Talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God.</li> <li>Explain that the Qu’ran is the holy book of Islam and say how it should be treated.</li> <li>Show an understanding of at least two Muslim artefacts and explain how they are used.</li> <li>Describe at least three things that might happen at a Muslim baby’s naming ceremony.</li> <li>Describe at least three things that might happen at a Muslim marriage.</li> </ul>	<p><b>Essential terms for the pupil to be applying when learning about Islam in KS1.</b></p> <p>Islam, Allah, Muhammad (pbuh), Qu’ran, Shahadah, Tawhid, Prophethood, Halal</p>

<p><b>Essential content for Islam in lower KS2</b></p> <ul style="list-style-type: none"> <li>• Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message and that Muhammad (pbuh) is the last and final prophet.</li> <li>• Recall at least three key facts about the story of the ‘Night of Power’ Muhammad’s (pbuh) first revelation. For example, Muhammad (pbuh) received messages from God; he told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qu’ran and afterwards Muhammad (pbuh) became known to all Muslims as the ‘Prophet of God’</li> <li>• Recognise the Qu’ran and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of ‘Allah’ (God)</li> <li>• Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque.</li> <li>• Analyse how the main features of a mosque explain Muslim key beliefs.</li> </ul>	<p><b>Essential terms for the pupil to be applying when learning about Islam in LKS2.</b></p> <p>Angels, Mosque, Ummah, Iman, Dhikr</p>
<p><b>Essential content for Islam in Upper KS2</b></p> <ul style="list-style-type: none"> <li>• Identify, describe and explain key Muslim beliefs related to Allah (God).</li> <li>• Understand Muslims believe that to have ‘inner peace with God’ humans must follow and submit to Allah’s guidance and will.</li> <li>• Name the Five Pillars and explain why they are important to Muslims.</li> <li>• Explain and assess how all Muslims are part of the ‘Ummah’ by showing how the Five Pillars enable Muslims to have peace with God.</li> <li>• Explain how Muslims’ organisations help people in need.</li> </ul>	<p><b>Essential terms for the pupil to be applying when learning about Islam in UKS2.</b></p> <p>Badah, Achlaq, Shahadah, Sawm, Salah, Zakah, Hajj, Kabbah, Pilgrimage, Mumin, Five Pillars</p>
<p><b>Essential content for Judaism in KS1</b></p> <ul style="list-style-type: none"> <li>• Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives</li> <li>• Tell you why Shabbat is important to a Jew and how Jews may go to Synagogue during this period</li> <li>• Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue</li> </ul>	<p><b>Essential terms for the pupil to be applying when learning about Judaism in KS1.</b></p> <p>Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema</p>
<p><b>Essential content for Judaism in KS2</b></p> <ul style="list-style-type: none"> <li>• Reflect on why and how Jews worship</li> <li>• Explain the importance of the Covenant for Jews</li> </ul>	<p><b>Essential terms for the pupil to be applying when learning about Judaism in</b></p>

<ul style="list-style-type: none"> <li>• Explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief</li> <li>• Evaluate why Pesach is important to Jews as an act of commemoration</li> </ul>	<p><b>KS2</b> Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema, Covenant, Israel, Pesach, Rabbi, Bar/Bat Mitzvah, Yahweh</p>
<p><b>Essential content for Hinduism in KS2</b></p> <ul style="list-style-type: none"> <li>• Explain how a Hindu may worship at home or in the mandir</li> <li>• Describe and explain how a Hindu celebrates Diwali and Holi</li> <li>• Explain how a Hindu may view God</li> <li>• Retell some Hindu stories and explain their significance for a Hindu</li> <li>• Analyse a Hindu's journey of life and significant events along the way</li> </ul>	<p><b>Essential terms for the pupil to be applying when learning about Hinduism.</b> Hinduism, Hindu, Brahman, Vishnu, Shiva, Brahma, Rama, Sita, Hanuman, Diwali, Holi, Puja, Vedas, Mandir, Reincarnation, Karma, Aum, Dharma, Samsara, Moksha.</p>
<p><b>Essential content for Sikhism in KS2</b></p> <ul style="list-style-type: none"> <li>• Explain how Sikhs believe in all pathways leading to God</li> <li>• Tell you about the founder of Sikhism, Guru Nanak and recall key events in his life</li> <li>• Tell you about what happens in the Gurdwara and how the Guru Granth Sahib is treated with respect</li> <li>• Explain the symbolism of the 5Ks</li> <li>• Analyse how Sikhs show community and equality in their lives</li> </ul>	<p><b>Essential terms for the pupil to be applying when learning about Sikhism</b> Sikhism, Sikh, Guru Granth Sahib, Gurdwara, Punjabi, Gurdwara, Guru Nanak, 5Ks</p>
<p><b>Essential content for Humanism in KS2</b></p> <ul style="list-style-type: none"> <li>• Describe the main beliefs of Humanism and begin to compare it to following a religious belief</li> <li>• Say what Humanists think about God</li> <li>• Explain how Humanists believe they can be happy</li> <li>• Explore the happy human symbol</li> <li>• Describe how Humanists celebrate in their lives</li> <li>• Explain how Humanists lifestyle plays a role in modern society.</li> </ul>	<p><b>Essential terms for the pupil to be applying when learning about Humanism</b> Humanist, Humanism, Humanity, Athiesm, Agnostic, Science, Evidence, Evolution, Golden Rule, Happy human, Celebrant</p>

**Example of what content may look like for a Free Choice Unit. Baha'i.**

- *Explain who Baha'u'llah was and His station in the Baha'i Faith*
- *Describe what is meant by the Oneness of Religion*
- *Explore the Baha'i concept of God*
- *Talk about what the Baha'i Faith teaches about children*
- *Investigate Baha'i worship and the Houses of Worship*
- *Explain the importance of community life*

**Terms for the pupil to be applying when learning about Baha'i**

*Baha'i, Baha 'u'llah, Oneness of religion, House of Worship, Manifestation of God, Progressive Revelation*