

RE – Progression of Skills 2026



Title of unit:	Vocabulary:	Key Outcome:	Substantive Knowledge:		
			Theology I am a theologian because I understand where beliefs come from and how they relate to each other. I study religious texts and stories.	Human and social sciences I am a social scientist because I explore the diverse ways in which people come together to practise their beliefs as part of a community.	Philosophy I am a philosopher because I study the outworking of faith at an individual level including how beliefs influence important decision making and philosophical perspectives.
EYFS - Lake:					
Autumn 1 Why is the word God so important to Christians?	VIP, treasure, God, harvest, celebration,	Christians believe God is a VIP.	Explore the creation story.	Explore harvest at church.	Explore God’s name being precious to Christians.
Autumn 2 Why do Christians perform nativity plays at Christmas?	Nativity, crib, costume,	Christians believe that Jesus was a very special baby.	Explore the nativity story.	Explore Christmas at church.	Explore the giving of presents at Christmas.
Spring 1 How can we help others when they need it?	Hero, prayer, cathedral, Lent	Christians believe we should help others just like Jesus did.	Explore the Good Samaritan Bible story.	Explore how Christians pray.	Explore what Christians do during Lent.
Spring 2 Why do Christians put a cross in the Easter garden?	Cross, symbol, Easter, Palm Sunday, vicar,	Christians believe Jesus died on a cross but that he came back to life.	Explore the Easter story.	Explore what happens at church at Easter.	Explore Easter gardens.
Summer 1 What makes every person unique and precious?	Precious, special, unique, thanksgiving	Christians believe all humans were created by God and are loved by him.	Explore what happens in the story of Jesus welcoming the children.	Explore a thanksgiving service for a baby.	Explore the Golden Rule.

Summer 2 How can we care for our wonderful world?	Caretaker, service, environment	Christians believe God created the world and it is our job to look after it.	Explore the Bible story of Adam naming the animals.	Explore a Sunday church service.	Explore how a Christian looks after their environment.
Year 1 – Lower Woodford					
Autumn 1 CHRISTIANITY Why is belonging to God and the church family important to Christians?	Baptism, Christening, Christian.	Christians believe baptism welcomes a person into God's family.	Recall a church song that makes everyone feel welcome.	Remember some of the events which happen at a baby's baptism.	Recall some of the ways Christians help each other.
Autumn 2 JUDAISM Why is learning to do good deeds so important to Jewish people?	Jewish, Mitzvah, Tikkun Olan, Tzadakah box	Jewish people believe God's mitzvot are ways to help mend the world and make it better.	Know that Jewish stories contain examples of good deeds.	Know that Jewish people welcome babies into their community.	Know that Jewish people care for their world.
Spring 1 SANATANA DHARMA How does a Sanatani Dharma celebrate devotion to a deity at the festival of Holi?	Deity, Sanatana Dharma, Holi, Vishnu, Prahlad, Krishna, Shrine, Sanatani	Holi is an important festival where many Sanatanis show their love for God.	Retell the story of Radha and Krishna.	Describe how Holi is celebrated such as throwing colours	Know that Sanatanis worship at a shrine.
Spring 2 CHRISTIANITY What are the best symbols of Jesus' death and resurrection at Easter?	Resurrection, Good Friday, Good Sunday, celebration	Christians believe that Jesus is alive today.	Retell the Easter story.	Recognise things a Christian is doing at an Easter service at church.	Understand Easter eggs as a symbol for remembering Jesus
Summer 1 JUDAISM Why do Jewish families say so many prayers and blessings?	Sukkah, Shabbat, Kippah, synagogue, Tallit, Havdalah, ceremony	Jewish people give thanks to God and learn about the importance of rest	Say at the end of the creation story God rested.	Know that Jewish families have a day of rest every week.	Describe what some Jewish people wear when they pray.
Summer 2 CHRISTIANITY Why do Christians pray to God and worship him?	Prayer, Lord's Prayer, worship	Christians pray to and worship God because they believe he is great.	Recall that Jesus taught people how to pray in a special prayer called The Lord's Prayer.	Know Christians worship God by singing.	Know Christians pray together at church.
Year 2 - Netton					
Autumn 1 JUDAISM Why do Jewish families talk about repentance at New Year?	Yom Kippur, Rosh Hashanah, Shofar	Saying sorry is important to Jewish people. God wants people to learn from their mistakes.	Retell the story of Jonah and begin to talk about its possible meanings.	Describe that for Jewish people new year is about saying sorry and making changes.	Describe what happens in a synagogue at Yom Kippur.
Autumn 2 CHRISTIANITY Why was Jesus given the name 'saviour'?	Advent, annunciation	Christians believe Jesus came to earth to help and save others.	Recognise that the meaning of Jesus' name was Saviour and retell parts of the Easter story.	Remember the importance of advent.	Know Christians like to help others e.g. Helping the homeless
Spring 1 HUMANISM Why do Humanists use the Golden Rule as a basis for morality?	Morality, morals, humanist, reason, empathy, conscience	Humanists believe morality does not come from God. We all have to decide what is right and wrong based on reason, empathy and consequences.	Explain how a humanist uses stories to help us think about how to treat others and develop empathy.	Describe what humanists mean when they talk about 'good without God'.	Describe how humanist thinking and the golden rule impacts education at a humanist school.
Spring 2 CHRISTIANITY Why do Christians trust Jesus and follow him?	Trust, creed	Christians follow Jesus by trying to copy how he lived.	Explore the story of Jesus and Zacchaeus.	Know people follow Jesus because of the stories told about him in the Bible.	Explore why a Christian follows Jesus by asking suitable questions.

Summer 1 JUDAISM Why is the Torah such a joy for the Jewish community?	Simchat Torah, Bimah, synagogue, mezuzah, Moses, Holy Ark, Hebrew	The Torah is a special and important book for Jews. They believe it was given to them by God.	Know that the Torah is the most important book for Jewish people given by God.	Know the Torah contains rules.	Remember that a mezuzah contains important words for Jewish people (the Shema)
Summer 2 CHRISTIANITY Why did Jesus teach about God in his parables?	Parable, Bible	Parables are special stories which teach what God is like. That he is loving and forgiving.	Remember the parable of the Lost sheep and begin to explain what it means to Christians.	Recall some of the ways parables are shared e.g. stained-glass windows	Recall how parables are passed on to others.
Year 3 - Wilsford					
Autumn 1 CHRISTIANITY How do Christians show that reconciliation with God and others is important?	Parable, reconciliation, Desmond Tutu	Christians believe God wants them to be peacemakers based on the example of Jesus.	Tell the story of the prodigal son and explain what it means to a Christian.	Explain the role of confession for some Christians around the world.	Understanding the Christian call to be a peacemaker e.g. Desmond Tutu.
Autumn 2 ISLAM How does a Muslim show their submission and obedience to Allah?	Bismillah, Salat, Adhan, Muezzin, mu'adhin	Muslims submit to Allah because of his greatness. He is to be obeyed at all times.	Describe what a Muslim might learn from the story of Bilal and the first call to prayer.	Knowing how Muslims get ready to pray.	Understand how saying the Bismillah reminds Muslims that Allah is involved in everything.
Spring 1 SANATANA DHARMA Why do Sanatanis want to collect good karma?	Karma, moksha, samsara, reincarnation, soul	Hindus take responsibility for gathering good karma and living the right way.	Describe what Hindus might learn from one of the stories of the Panchatantra about living the right way.	Explain that Hindus are encouraged to perform acts of selfless kindness.	Describe what happens at the Upanayana or 'Sacred Thread Ceremony'.
Spring 2 CHRISTIANITY Is the cross a symbol of love, sacrifice or commitment for Christians?	Symbol, sacrifice, commitment, resurrection	Christians believe the cross is a reminder of Jesus' death and sacrifice but is also symbolic.	Describe what Christians might learn from one of the stories of Holy Week.	Explain the link between Remembrance and the Christian concept of sacrifice.	Describe how Christians use crosses to show they are Christians and how the cross makes them feel.
Summer 1 SIKHI How do Sikhs put their beliefs about equality into practice?	Sikh, Kaur, langar, Patka, Gurdwara	Sikhs believe everyone is equal because God is present in everyone.	Describe what Sikhs might learn about God or how to live from the story of Guru Amar Das and the Emperor.	Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality.	Explain and describe the practice of the langar.
Summer 2 CHRISTIANITY What do Christians mean when they talk about the Kingdom of God ?	The Lord's Prayer, parable	Christians believe Jesus is their King and want to follow his way of life.	Explain that Jesus is the King of God's Kingdom and describe what this Kingdom might look like.	Describe what The Lord's Prayer teaches about the Kingdom of God.	Describe why charity work is important to Christians as a way of growing God's kingdom.
Year 4 - Durnford					
Autumn 1 CHRISTIANITY How does believing that Jesus is their saviour inspire Christians to save and serve others?	William Booth, Salvation Army, sin	Christians believe Jesus is the saviour of the world who rescues us from sin.	Use a Bible to find chapter and verse where Jesus helps, saves or heals.	Give examples of different worship songs and what they celebrate about God	Explore the Salvation Army
Autumn 2 ISLAM Why do Muslims call Muhammad the seal of the prophets ?	Prophet, shahadah, mosque, seal, calligraphy, Arabic, divine	Muslims believe Muhammad is the messenger of God and the last prophet.	Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life.	Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design.	Describe ways some Muslims celebrate Muhammad's birthday.
Spring 1 SANATANA DHARMA How does the story of Rama and Sita inspire Sanatanis to follow their dharma?	Dharma, Raksha Bandhan, murti, Diwali, divas	Hindus celebrate Rama and Sita's commitment to duty.	Describe what a Hindu might learn from the story of Rama and Sita.	Describe some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali.	Describe what happens at a Hindu wedding.

Spring 2 CHRISTIANITY Why do Christians call themselves the body of Christ ?	Eucharist, communion, apostle, disciple	The Christian church is a body of people rather than a building.	Describe what a Christian might learn from Paul's writings about God and about living as the 'Body of Christ.'	Describe how a church can be described as a body of people and also a building.	Describe some of things that Christians do when leading a church.
Summer 1 CHRISTIANITY Why do Christians believe they are people on a mission?	Great Commission, Pentecost, Marks of Mission	Jesus gave all Christians the task of spreading his message around the world. The Holy Spirit gives strength for this work.	Explain what the Great Commission is and how the Holy Spirit strengthens Christians.	Describe how Pentecost is celebrated and acknowledged in church.	Recall the 5 marks of mission of the Anglican church.
Summer 2 SIKHI How does the teaching of the Gurus move Sikhs from darkness to light?	Guru, Guru Nanak, Guru Granth Sahib, Waheguru	Sikhs believe the divine light of God is passed from one Guru to the next.	Describe what Sikhs might learn from the story of Nanak's disappearance in the river.	Describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated.	Understand how a Sikh will listen to the true Guru through chanting and meditating.

Year 5 – Upper Woodford

Autumn 1 ISLAM What does the Qur'an reveal about Allah and his guidance?	Revelation, Hira, Gabirel, recite, Hafiz, Madrassah	For Muslims, the greatest revelation has come from Allah to the Prophet Muhammad and is recorded in the Qur'an.	Retell the story of how the Qur'an was revealed to Muhammad.	Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others.	Explain how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.
Autumn 2 CHRISTIANITY Why is the gospel such good news for Christians?	Lectern, Herod, authority, Matthew, Mark, Luke, John, Gospel, account, pulpit	The gospel is good news for Christians because it contains the teachings and stories of Jesus.	Articulate teachings from the Gospels and explain how these are good news for Christians.	Describe and compare what may happen in a church when the Gospels are read.	Explore how Jesus' teaching affects Christians in their daily lives and why the words hold authority for them.
Spring 1 SANATANA DHARMA What spiritual pathways to Moksha are written about in Sanatana Dharma scriptures?	Krishna, yoga, moksha, Bhakti, Gita, Janmashtami	Hindus believe in different pathways to become united with God.	Understand that some Hindus read from the Gita every day for guidance, comfort, and advice.	Express the importance of devotion or those who follow the Bhakti pathway.	Give examples of how Hindus express beliefs and feelings about Krishna.
Spring 2 CHRISTIANITY Why do Christians think that being a pilgrim is a good analogy for life itself?	Pilgrim, pilgrimage, labyrinth, Holy Lands	Christians believe they are pilgrims through the journey of life.	Understand that baptism is often seen as the start of a life-journey as a Christian believer.	Describe some different religious things a Christian might do when on pilgrimage.	Explore how a pilgrimage can strengthen a Christian's beliefs.
Summer 1 JUDAISM What is holiness for Jewish people: a place, a time, an object or something else?	Ner Tamid, shabbat, Bar Mitzvah, Bat Mitzvah	Within Judaism, Holiness is a synonym for God himself. He is set apart and different from.	Explain what the burning bush story in Exodus teaches about holiness.	Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending.	Give examples of what the Torah says about living a holy life.
Summer 2 CHRISTIANITY What is the great significance of the Eucharist for Christians?	Passover, Eucharist, Holy Communion, thanksgiving	The Eucharist is a reminder of Jesus' life and sacrifice and God's love and forgiveness. Giving thanks to God is a Christian duty.	Understand and compare the different Gospel writers' accounts of the Last Supper.	Explain what the Holy communion service means to Christians.	Explore Christian belief in the importance of giving thanks.

Year 6 - Salterton

Autumn 1 ISLAM How does tawhid create a sense of belonging to the Muslim community?	Kaaba, Ummah, Hajj, Tawhid	Muslims believe in the one-ness of Allah and the one-ness of the Muslim community.	Explain how the Kaaba or 'cube' reminds Muslims that there is only one God.	Explain how the practice of each pillar makes a Muslim feel they belong to the 'ummah.'	Describe the impact of Hajj on a Muslim.
Autumn 2 CHRISTIANITY How do Christians show their belief that Jesus is God incarnate ?	Divine, incarnate, Emmanuel, ichthus, -humanity, identify, Anglican, creed, christingle	Christians believe Jesus was God incarnate - both human and divine, the second person of the Holy Trinity	Explore the Biblical origin of Christian belief in Jesus as God.	Explain how Jesus' divinity is recognised in different ways including in buildings, doctrines and creed.	Explore how the Children's Society 'incarnate' the love of Jesus.

Spring 1 SANATANA DHARMA How do questions about Brahman and atman influence the way a Sanatani lives?	Brahman, Atman, Namaste, deities, Ahimsa	Hindus believe all living things contain a 'spark' of Brahman, which in humans is known as the 'atman'.	Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts.	Explain the different ways Hindus explain their ideas of God	Describe how belief in Brahman affects a Hindu's diet and their attitude to animals.
Spring 2 CHRISTIANITY Should believing in the resurrection change how Christians view life and death?	Resurrection, creed, hallelujah, collect, euphemisms.	Christians believe in the resurrection and the afterlife.	Explore the witness to the resurrection accounts in the Gospel.	Understanding why Easter services are celebratory	Exploring Christian funerals and the belief in the afterlife.
Summer 1 HUMANISM Why do Humanists say happiness is the goal of life?	Humanist, agnostic, atheist, secularist, reason, rights, responsibilities, ceremonies,	Humanists believe every human has only one life to live and so people should try to make life happy and fulfilling for themselves and for everyone else.	Describe how Humanist advertising expresses their beliefs.	Describe some practices involved in Humanist celebrations.	Explore how being a humanist affects someone's life and decision making.
Summer 2 CHRISTIANITY How do the Heroes of faith encourage Christians today?	Faith, savior, resurrection	A Christian's faith makes a genuine difference to how they live their lives.	Recall stories about heroes of faith from the Bible.	Understand why Christians regularly worship together in church.	Make links that show how Christians believe that hearing about 'heroes of faith' from the Bible, or people's lives gives them courage and strength.

Progression of skills:

Year Group:	Theology	Human and social sciences	Philosophy
	I am a theologian because I understand where beliefs come from and how they relate to each other. I study religious texts and stories.	I am a social scientist because I explore the diverse ways in which people come together to practise their beliefs as part of a community.	I am a philosopher because I study the outworking of faith at an individual level including how beliefs influence important decision making and philosophical perspectives.
Year 1 – Lower Woodford	Remember a faith story and know who it is special to.	Recognise and talk about religious art, symbols, and words. Use the right names for things that are special in a religion.	Talk about things they can learn in stories, including religious stories.
Year 2 - Netton	Tell a faith story and say why it might be important to a believer.	Say what some religious symbols stand for and what some religious art or music are about. Use the right names for things that people might do in a religion.	Talk about some things in stories, including religious stories, that make people ask questions.
Year 3 - Wilsford	Describe what a believer might learn from a religious story.	Use religious words to describe some of the different ways people show their beliefs. Talk about some things different religious people do that are similar.	Ask good ('big') questions about life and communicate some of their ideas for answers.

Year 4 - Durnford	Describe what believers might learn from a religious story about God or life.	Describe some of the different ways people show their beliefs using religious words, symbols, or art. Describe some similar things religious people do e.g. pray, but that they do it differently.	Ask important questions about life and compare ideas with those of other people, including religious believers.
Year 5 – Upper Woodford	Make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures).	Explain how believers have expressed their religious beliefs (ideas, feelings, etc) in a range of styles and words and suggest reasons for this. Describe some things religious people do as part of their faith that are the same and some that are different.	Ask questions about the meaning and purpose of life and suggest an answer of their own as well as one given by a member of a religious group.
Year 6 - Salterton	Make links between the beliefs (teachings, sources, etc) of different religious groups and explain how they are connected to believers' lives.	Express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and explain what they are trying to convey. Describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary.	Compare a range of ideas about the meaning and purpose of life, including their own and those from religious, or non-religious, world views.