



Wessex Primary School

Key Learning and vocabulary

RE



| Year One | | |
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| Autumn 2 | Spring 2 | Summer 2 |
| <p>Core Unit 1: What are religions and worldviews and how do we learn about them?</p> <p>Christianity: What is the story of Jesus and how do Christians remember him?</p> | <p>Judaism: What important things are remembered at Shabbat and Pesach?</p> <p>What role does the synagogue play in Jewish life?</p> | <p>Christianity: How and where do different Christians worship and celebrate?</p> |
| Key Learning | Key Learning | Key Learning |
| <p>Core Unit Lesson 1</p> <p>What makes a group or community?</p> <p>To understand everyone is different but we all have things in common.</p> | <p>Lesson 1</p> <p>To understand key features of a synagogue</p> | <p>Lesson 1</p> <p>Visit to local church – to explore symbols in a church and their link to Christian teaching.</p> |
| <p>Core Unit Lesson 2</p> <p>Does everyone have the same view?</p> <p>To understand everyone is different but we all have things in common.</p> | <p>Lesson 2</p> <p>To recall some key beliefs or traditions of Judaism.</p> | <p>Lesson 2</p> <p>To recognise and explain symbols in a church.</p> |
| <p>Christianity Lesson 1</p> <p>To understand who Christians believe Jesus is.</p> | <p>Lesson 3</p> <p>Rabbi visit</p> <p>To understand who a Rabbi is and what they do.</p> <p>To explore Jewish artefacts and their significance.</p> | <p>Lesson 3</p> <p>To explore different denominations of Christianity – what this looks like inside their churches / places of worship.</p> |
| <p>Christianity Lesson 2</p> <p>To recall key facts about a miracle of Jesus</p> | <p>Lesson 4</p> <p>To understand what is remembered at Shabbat – the creation story.</p> | <p>Lesson 4</p> <p>To compare our local church to churches around the world.</p> |





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| <p>Christianity Lesson 3 To know some of the story of Jesus – birth – Christmas – key events.</p> | <p>Lesson 5 To understand how Shabbat is celebrated. Food tasting? Challah.</p> | <p>Lesson 5 To explore what Christian worship at home looks like.</p> |
| <p>Christianity Lesson 4 To know some of the story of Jesus – birth – Christmas – why it is important to Christians</p> | <p>Lesson 6 To understand what is remembered at Pesach To explore some ways Pesach is celebrated. Food tasting?</p> | <p>Lesson 6 To understand what Baptism is and how it is celebrated.</p> |
| <p>Christianity Lesson 5 To know some of the story of Jesus – describe some ways Christmas is celebrated.</p> | | |
| Vocabulary | Vocabulary | Vocabulary |
| <p>Religion Worldview Belief Christian Jesus Christmas</p> | <p>Judaism Shabbat Rabbi Torah Challah Pesach</p> | <p>Church Symbol Denomination Worship Cross Baptism</p> |





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| Year Two | | |
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| Autumn 2 | Spring | Summer |
| Why do we need to give thanks? | What do candles mean to people? | Christianity: What do Christians believe about God and why? What did Jesus teach his followers and how did he teach? |
| Key Learning | Key Learning | Key Learning |
| To identify and discuss big questions. | To express and compare ideas about the meaning of candles | Christianity Lesson 1 To explore the Christian creation story – understand Christians believe in God as the Creator. |
| To identify how and why some people say thank you by reflecting on personal experience. | to recognise why candles are used to represent stories and beliefs | Christianity Lesson 2 To understand the Bible is the Christian holy book. To understand that Christians see God as the Father, Son and Spirit. |
| To recognise how and why some people celebrate harvest by examining what they say and do | To know that the festival of Diwali can be celebrated in different ways | Christianity Lesson 3 To explore a story from the Bible that teaches about God. |
| To identify why some Hindus and Christians feel thankful to God by exploring stories. | To know how some Christian followers might celebrate Advent | Christianity Lesson 4 To retell the story of The Lost Sheep |
| To describe how and why some Hindus express gratitude to God by exploring puja. | To understand why candles are used during Hannukah | Christianity Lesson 5 To retell the story of The Good Samaritan. |
| To identify how some Hindus and Christians | To understand what candles mean to people | Christianity Lesson 6 |





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RE



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| thank God by examining what they do. | | To explore what Christians do today to show they recognise the teaching of Jesus? |
| To explore music to understand how some Christians thank God. | | |
| Vocabulary | Vocabulary | Vocabulary |
| religion, belief, worldview, British Values, non-religious worldview, celebrate | Hindu Dharma, Brahman, Atman, Trimurti, Brahma, Vishnu, Shiva | Christian, bible, God, father, son, spirit |





Wessex Primary School

Key Learning and vocabulary

RE



| Year Three | | |
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| Autumn 2 | Spring | Summer |
| Unit name: Where do we get our morals from? | Unit name: Is scripture central to religion? | Unit name: Why is water symbolic? |
| Key Learning | Key Learning | Key Learning |
| To explain what morals are. | To examine some key beliefs about scripture from the Jewish worldview. | To explore how water is important to life practically and symbolically. |
| To evaluate the importance of religious guidance to some Christian and Jewish people. | To explain how beliefs about the source of scripture may impact the value placed on it. | To explore the significance of water in rituals. |
| To explore how some people, remember moral guidance. | To make connections between beliefs about the Qur'an and the Hadith and how they are used. | To analyse the importance of water in some Christian, Jewish and Muslim stories. |
| To describe how some people apply religious guidance in daily life. | To recognise and explain similarities and differences between Jewish and Christian scripture. | To investigate water's symbolism and role in Christian baptism. |
| To analyse religious and non-religious guidance. | To explore the ways some Christians view and use the Bible. | To explore the significance of water at the Hindu Kumbh Mela festival. |
| To express and justify opinions about moral guidance. | To evaluate what makes scriptures central to religion. | To explore why water is considered precious by analysing quotes and actions. |
| Vocabulary | Vocabulary | Vocabulary |





Wessex Primary School

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RE



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| Commandment, guidance, Humanist, moral, observance, sabbath | Abrahamic, Chumash, gurdwara, Hadith, Quran, Psalms | Amritsar, Amrit Sanchar, baptism, Ganges, ghusl, ritual |
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Wessex Primary School

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RE



| Year Four | | |
|---|---|---|
| Autumn 2 | Spring | Summer |
| Are all religions equal? | What makes some texts sacred? | Just how important are our beliefs? |
| Key Learning | Key Learning | Key Learning |
| To listen and respond respectfully to others' thoughts, opinions and ideas. | To recognise how ideas and beliefs can be communicated by looking at different art forms. | To make links between beliefs, promises and commitments demonstrated in some baby welcoming ceremonies. |
| To recognise that there are many connections between religious worldviews. | To evaluate information about Buddhist, Hindu and Sikh scriptures. | To recognise the value of ceremonies of commitment to some religious and non-religious people. |
| To explain similarities and differences in how people understand God. | To make connections with beliefs about the origin of scripture and how it is used. | To reflect on whether commitment to beliefs can be shown through outward appearance. |
| To identify how some Sikh beliefs and practices reflect ideas about religious equality. | To explain why some religions have multiple scriptures by exploring the Buddhist Canon. | To investigate how commitment to beliefs can be demonstrated through diet by some people. |
| To determine how Bahá'í teachings influence some practices. | To evaluate the significance of religious scripture to some people. | To explore why some people sacrifice time or money for their beliefs. |
| To express ideas about religious equality and harmony. | To describe the importance of scripture to some people. | To describe what sacrifice can mean to some Sikh people. |
| Vocabulary | Vocabulary | Vocabulary |
| Bahá'í, Bahá'ulláh, harmony, merciful, origin, | Baghavat Gita, Buddhist, Canon, origin, | Commitment, fast, sacrifice, tradition |





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RE



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| unity | revealed | |
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Wessex Primary School

Key Learning and vocabulary

RE



| Year Five | | |
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| Autumn 2 | Summer 1 | Summer 2 |
| Why do people have to stand up for what they believe in? | Why doesn't Christianity always look the same? | Who should get to be in charge? |
| Key Learning | Key Learning | Key Learning |
| To recognise the importance of religious freedom by interpreting news reports. | To assess the significance of Jesus to some of his followers. | To explore the creation of laws and teachings within communities. |
| To consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories. | To recognise factors that influenced the spread of Christianity. | To recognise different ways leaders might be selected. |
| To explain why Bandi Chhor Divas is celebrated by many Sikhs. | To identify some of the features of a Catholic church. | To explore where some religious laws might come from. |
| To consider how the meaning of festivals can differ by exploring the origin of Bonfire Night. | To recognise why Christianity changed over time. | To understand how Sikh Gurus were selected and the qualities valued in Sikh teachings. |
| To explain how and why people stand up for what they believe in. | To consider the impact of Christian practices. | To explore leadership qualities through the examples of historical and religious leaders. |
| | To appreciate that culture and tradition can influence the way Jesus and Christianity are portrayed around the world. | To learn about Guru Gobind Singh's leadership and the Guru Granth Sahib's role in the Sikh worldview. |





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| Vocabulary | Vocabulary | Vocabulary |
|---|--|---|
| <p>Atheist, Bandi Chhor Divas, Denomination, Devotion, Discrimination, Interpretation, Liberation, Prejudice, Religious, Tolerance.</p> | <p>Crucifixion, Denomination, Holy Spirit, Pilgrimage, Portrayal, Sacraments, Succession, The Trinity.</p> | <p>Adhere, Admiration, Angad, Anointed, Authority, Bloodline, Compassion, Dedication, Devotion, Dignity, Falcon, Government, Guru Nanak, Guru Panth, Hadith, Honesty, Humility, Integrity, Interpretation, Kalgi, Khalsa, Kirpan, Law, Legal system, Lehna, Lineage, Merit, Open-minded, Parliament, Religious law, Religious oppression, Revelation, Role model, Sacrifice, Selflessness, Succession, Sunnah, Ummah, Wisdom.</p> |
| Key vocabulary for each term has been highlighted | | |





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| Year Six | | |
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| Autumn 2 | Spring | Summer |
| What does religion look like around the World? Part 1 | Why is it better to be there in person? | What place does religion have in our world today? |
| Key Learning | Key Learning | Key Learning |
| To recognise the importance of words used to describe God. | To explore the factors that can shape someone's experience of a religious or non-religious event. | To express a personal worldview through art. |
| To identify the similarities and differences between some Abrahamic religions. | To understand the significance of places for some Jewish and non-Jewish people. | To interpret the religious make-up of the UK by examining census data. |
| To identify why some mitzvot have been adapted. | To evaluate the rules around attending significant places. | To compare the use of places of worship locally and elsewhere in the UK. |
| To explain reasons why traditions can vary within a religion. | To consider the challenges that many Muslims may face when travelling to Makkah. | To investigate the spread of religion across the world using maps and data. |
| To recognise how some religious practices are influenced by both culture and scripture. | To understand the significance of attending a non-religious event as a Humanist. | To discuss the importance of freedom of religion and belief by analysing different scenarios. |





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| To discuss reasons why someone may choose to cover their hair. | To explore the concept of pilgrimage and its relevance in the UK. | To explain the importance of learning about religions and worldviews through real-life examples. |
| Vocabulary | Vocabulary | Vocabulary |
| Abrahamic religions, attributes, Charedi, covenant, descendants, hijab , Israelites, Kippah, kippot , melacha, melachot, monotheist, niqab, omnibenevolent, omnipotent, omnipresent, omniscient , Reform, Sephardi, Tenak, Torah | Hajj secular | census, discriminate, diversity , protected characteristics religious, secular |
| Key vocabulary for each term has been highlighted | | |

