



Ongoing skills- see AMV sheet 'skills in RE'	Investigation, Interpretation, Reflection, Empathy, Evaluation, Analysis, Synthesis, Application, Expression, Self-Understanding
Developing Attitudes- see AMV sheet 'attitudes in RE'	Self Esteem, Curiosity, Fairness, Respect, Wonder, Open-Mindedness, Working With Others, Sense Of Community

		Reception /EYFS	Year 1	Year 2	Year 3	Year 4
AT1: LEARNING ABOUT RELIGION: Knowledge and Understanding of:	Beliefs, teachings and sources	Talk about a religious story	Recall features of a religious, moral or spiritual story and talk about it	Retell a religious story and suggest meanings to some religious, spiritual and moral stories	Describe what a believer might learn from a religious story / sacred text Reflect and respond thoughtfully	Make links between the beliefs, teachings, sources of the different religions studies and how they are connected to believers' lives
	Practices and lifestyles	Recognise and talk about some belonging ceremonies eg Christenings	Recall and name different beliefs and practices including festival, worship rituals and ways of life	Identify similarities and differences in features of religions and beliefs	Describe how some features of religions studied are used or exemplified in festivals and practices and identify similarities and differences between religions and beliefs	Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups
	Expression and language	Talk about a religious symbol eg star at Christmas	Recognise religious art, symbols and words and talk about them	Recognise that religious symbols, words and actions express a community way of living	Make links between religious symbols, language and stories and the beliefs or ideas that underlie them	Verbalise how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language
AT2: LEARNING FROM RELIGION: Reflection on meaning:	Identity and experience	Talk about their family and friends	Identify aspects of own experience and feelings Begin to ask questions about the faith communities in their school and community	Notice and respond sensitively to the experiences and feelings with others, including those with a faith	Compare their own understanding of belonging with that of someone else's Identify influences and similarities and differences	Ask questions and verbalise their own understanding of the concept / belief and start to relate this to the people they are studying
	Meaning and purpose	Say how they feel when they are happy or sad Ask questions	Think about the special things that happen to them and others Identify anything they find interesting or puzzling	Explore questions about meaning and truth and realise that some questions are difficult to answer Discuss sacred writings and sources of wisdom	Ask questions about life and compare their ideas with those of other people	Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence
	Values and commitments	Say why their family is important to them	Think about what is of value and importance to them and to other people	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	Make links between values and commitments, including religious ones, and their own attitudes and behaviour	Ask questions about the moral decisions they make and suggest what might happen as a result of different decisions including those made with reference to religious beliefs / values

Progression in language, vocabulary and key ideas: a summary of a select shortlist of keywords and core concepts. This table shows how learning across the age groups develops and uses the language of religious study and of particular religions in increasing depth and complexity. The selected terminology is a *brief minimum* that might feature in the planning of RE and can contribute to coherent progression. Do your pupils know and use this many religious words at the appropriate age? This approach is informed by OFSTED's interest in ambitious curriculum, rich knowledge and progression in thinking and substantive knowledge.

	Reception Curiosity+ experience	5-7s: Exploring and discovering	7-8s: Knowing and understanding (adding to 4- 7 lists)	9-11s Understanding and connecting	11-14s: Applying, interpreting, appreciating and appraising (adding to KS2 lists)
The general language of religious study	Religion Special books Special places Special stories Prayer	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, inter- faith, 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.	Religion, beliefs, teachings, sources of authority, religious expression, ways of living, religious identity, diversity and controversy, psychology, sociology and philosophy of religion, ethics, community cohesion, religious conservatism, liberalism and radicalism.
Christianity	Christmas Easter Bible Church Jesus	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, Holy Spirit, baptism, Christening	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit God the Creator, Trinity, Heaven	Christian, Jesus, Bible, Creation and Fall, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Holy Week, Easter, Pentecost, Eucharist, agape, advent, disciple,	Biblical authority and inspiration, intelligent design, theology, Christian ethics, 'Just war', sanctity of life, 'green Christianity', Catholic, Protestant, Anglican, Free Church, ecumenism, creed, liturgy, reconciliation, Virgin Birth, prophecy.
Judaism	Moses Passover Torah Synagogue Star of David	Jewish, synagogue, Torah, bimah, Hanukkah, Ark, Judaism, shabbat, Joseph.	Jewish, Judaism, Abraham and Sarah, Moses, Exodus, Law-giver, Ten Commandments, Passover / Pesach, Day of Atonement.	Judaism, Jewish, Torah, Shabbat, Pesach, Hanukkah, Ten Commandments, persecution, prejudice, Beth Shalom, remembrance, patriarch, Jacob, Ruth, King David, King Solomon, Esther, Purim, Prophet, Isaiah, Daniel.	Tenakh, Mishnah, midrash, Havdalah, Chuppah, Kabbalah, Messiah, Noachide Laws, Yom Hashoah, Yom Kippur, Zionism, liberal, reform, Orthodox, Shema, shofar, shul.
Islam	Allah, Prophet Muhammad, Qur'an, Mosque	Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star.	Muslim, Islam, Allah, Prophet, mosque, Qur'an, moon and star, paradise.	Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Sunnah, Mosque, Hajj, al-fatihah, adhan,	Last Prophet, Revelation, Shahadah, Sawm, Zakat, Ramadan, Hajj, submission to Allah, Sunni, Shi'a, Sufi, 99 Beautiful Names, Bismillah, Hijrah, Hafiz, Ihram, Shirk, Sunnah, surah, tawhid
Hindu Dharma	Hindu, mandir, divali, Aum	Murtis, gods and goddesses, puja, home shrine, devotion. Ganesha	Hindu dharma, Sanatan Dharma, Rama, Sita, Hanuman, holi, Raksha bandhan	Ahimsa, karma, dharma, Brahman, mandir, trimurti, gods such as Brahma, Shiva, Vishnu, goddesses such as Durga, Ambaji, Shakti reincarnation, aarti, devotee,	Bhagavad Gita, atman, karma, dharma, moksha, ashram, ahimsa, yoga, Mahabharata, mandala, maya, varna, jati.
Sikhi	Sikh, Guru Nanak, Gurdwara, Guru Granth Sahib	Sikhi, Langar, 10 Gurus, Vaisakhi,	The 5 Ks, the Khalsa, Kaur and Singh, Guru Govind Singh, Panj Piara	Waheguru, Harimandir Sahib, Amrit, Panj Kakke, Kirpan, Kacchera, Kanga, Kara, Kesh Khanda, Sangat, Karah Prasad.	Nam Simran, Vand Chakna, Sewa, Gurmukh, Hukam, Haumai, Ik Onkar, Rehat Maryada, Mul Mantar, Amritdhari.
Buddhism	Buddha, shrine, temple (vihara)	Buddha, Dharma, Sangha, Wesak, Siddhartha Gautama.	Meditation, Buddha, Dharma, Sangha, the Four Sights, Enlightenment	Meditation, Kathina, The Four Noble Truths, Bodhisattva	Enlightenment, Dukkha, Karuna, Noble Eightfold Path, Nirvana, Mahayana, Theravada, Vajrayana, Zen, Triratna.
Non- religious worldviews	Non-religious	Humanist, Golden Rule, non-religious, worldview.	Humanist, Golden Rule, non- religious, spiritual but not religious, atheist, ethics	Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious', secular, rationalist.	Varieties of atheism, 'new atheists', skepticism, ethical autonomy, situation ethics, secular, secularist, pluralist atheists, anti-theists.

This suggested concept development plan for RE is a very basic tool; using the key words specified here might follow a plan where 3 religions are studied 5-7 and 4 each in KS2 and 3. Teachers do not have to teach all these words for all these religions. The lists are cumulative – begin on the left and move right. The key question here is not 'do the pupils know the words?' but 'Can the pupils use the language and ideas of religions and religious study to explain their understanding?'