



**Riverside Primary School and Nursery**  
**Key Learning and Vocabulary - Unit-by-unit**  
**RELIGIOUS EDUCATION**

| Year 1                                               |                                                                             |                                                                                                       |                                                                                          |                                                               |                                                                           |
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| Unit 1<br>How did our world begin?                   | Unit 2 What do some people believe God looks like?                          | Unit 3<br>What is God's job?                                                                          | Unit 4<br>Why should we care for the world?                                              | Unit 5<br>How do we know that new babies are special?         | Unit 6<br>Why should we care for others?                                  |
| Key Learning                                         | Key Learning                                                                | Key Learning                                                                                          | Key Learning                                                                             | Key Learning                                                  | Key Learning                                                              |
| To find out about different creation stories         | To explain how some Muslim people use art to express their ideas about God. | To understand that different names given to God show different roles that some people believe God has | To understand why some Jewish and Christian people believe we should care for the world. | To know people have special ceremonies when babies are born   | To know some Christian stories guide people to care for others            |
| To understand what creation means                    | To recognise some of the different forms of God in the Hindu worldview.     | To describe what some people believe about God using a Christian story                                | To understand why some Muslim people believe we should care for the world.               | To know baby welcoming ceremonies include symbols and actions | To understand why many Muslims believe it is important to care for others |
| To know some people believe God created the world    | To recognise that some Christian people believe Jesus is the son of God     | To understand what some Hindus believe about God's different forms                                    | To understand the importance of taking care of the world from different worldviews.      | To know names are an important part of baby naming ceremonies | To understand why many Sikhs believe it is important to care for others   |
|                                                      | To recall some of the different names people use for God.                   | To describe what some people believe about God, using Jewish scripture.                               |                                                                                          |                                                               |                                                                           |
|                                                      |                                                                             |                                                                                                       |                                                                                          |                                                               |                                                                           |
| Vocabulary                                           | Vocabulary                                                                  | Vocabulary                                                                                            | Vocabulary                                                                               | Vocabulary                                                    | Vocabulary                                                                |
| Creation, Hindu, Christian, Jewish, Bible Torah, God | God, Allah, Brahma, respect, belief, Christian, Muslim Hindu                | God, Allah, Brahma, respect, belief, Christian, Muslim Hindu, creator, protect                        | God, Allah, Brahma, creation, environment, care, earth, belief                           |                                                               |                                                                           |



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| Year 2                                                                                            |                                                                                 |                                                                                                               |                                                                                                   |                                                                               |                                                                                                  |
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| Unit 1 - Why do we need to give thanks?                                                           | Unit 2 - What do candles mean to people?                                        | Unit 3 - How do we know some people have a special connection to God?                                         | Unit 4 - What is a prophet?                                                                       | Unit 5 - How do some people talk to God                                       | Unit 6 - Where do some people talk to god?                                                       |
| Key Learning                                                                                      | Key Learning                                                                    | Key Learning                                                                                                  | Key Learning                                                                                      | Key Learning                                                                  | Key Learning                                                                                     |
| To identify how and why some people say thank you.                                                | To express and compare ideas about the <b>meaning</b> of candles.               | To identify how the Christmas story symbolises that <b>Jesus is special</b> .                                 | Identify how some prophets' feelings changed and explain the people's reactions to new prophets.  | To consider why some people might <b>choose</b> to <b>talk to God</b> .       | To explore how Muslims pray both individually and in a <b>mosque</b> .                           |
| To appreciate why harvest is an important time to express gratitude.                              | To know that the festival of <b>Diwali</b> can be celebrated in different ways. | To investigate why <b>Guru Nanak</b> is seen as special from birth within the Sikh worldview.                 | To explore the promises made to some prophets in stories and scriptures.                          | To <b>investigate</b> ways some people pray.                                  | To <b>compare</b> different Christian places of worship.                                         |
| To identify some of the ways and reasons Hindus and Christians might show their gratitude to God. | To know how some Christian followers might celebrate <b>Advent</b> .            | To understand that some people believe certain <b>children are special</b> by exploring a <b>Hindu</b> story. | To investigate how the role of Muhammad is important to some Muslims using stories and scripture. | To recognise how different people use their <b>bodies</b> to pray             | To explore the importance of the <b>synagogue</b> to some Jewish people.                         |
| To describe how and why some Hindus use puja to express gratitude to God.                         | To understand why candles are used during <b>Hanukkah</b> .                     | To understand why <b>Muhammad is special</b> to some people.                                                  | To explore the role of <b>Jesus</b> in different worldviews using stories and scripture.          | To explore connections between how Hindu, Muslim and Jewish prayer practices. | To discuss why a <b>gurdwara</b> is a special place for some Sikh people.                        |
| To describe how Christian worship songs are used to express gratitude to God.                     |                                                                                 |                                                                                                               |                                                                                                   | To <b>investigate</b> ways some people pray.                                  | To find out why <b>different places</b> are <b>important</b> to people because of their beliefs. |
| Vocabulary                                                                                        | Vocabulary                                                                      | Vocabulary                                                                                                    | Vocabulary                                                                                        | Vocabulary                                                                    | Vocabulary                                                                                       |



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| Christian,<br>harvest, puja, miracle, pray,<br>Hindu, Jesus, Brahman,<br>Krishna, gratitude, worship,<br>hymn | Hannukah,<br>Advent, Diwali, candle, Hindu,<br>Christian, | Chosen,<br>God, angel gabriel, Angel<br>Jibril, miracle |  | Deiti,<br>Mandar, Mosque, Murti,<br>prayer, synagogue, shrine, | Church,<br>gurdwara, mosque, place of<br>worship, synagogue, sacred,<br>worship |
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| Year 3                                                                     |                                                                                  |                                                                                               |                                                                              |                                                                                  |                                                                   |
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| Unit 1 - What makes us human?                                              | Unit 2 - Where do morals come from?                                              | Unit 3 - Is scriptures central in religion?                                                   | Unit 4 - What happens if we do wrong?                                        | Unit 5 - Why is water symbolic?                                                  | Unit 6 - Why is fire used ceremonially?                           |
| Key Learning                                                               | Key Learning                                                                     | Key Learning                                                                                  | Key Learning                                                                 | Key Learning                                                                     | Key Learning                                                      |
| To understand what makes us special by exploring humanist beliefs.         | To explain what morals are by exploring Golden Rules from different worldviews.  | To examine some key beliefs about scripture from the Jewish worldview.                        | To analyse the consequences of wrongdoing.                                   | To explore how water is important to life practically and symbolically.          | To suggest some symbolic meanings of fire.                        |
| To consider what makes humans special by exploring beliefs about the soul. | To explore the importance of religious guidance for Christian and Jewish people. | To make connections between beliefs about the Qur'an and the Hadith and how they are used.    | To examine some Christian beliefs about forgiveness.                         | To explore the significance of water in rituals.                                 | To explore the symbolism of fire in some Hindu ceremonies.        |
| To describe what some people believe about being human.                    | To identify how some people remember moral guidance.                             | To recognise and explain similarities and differences between Jewish and Christian scripture. | To investigate how some religious people seek God's forgiveness.             | To analyse the importance of water in some Christian, Jewish and Muslim stories. | To explore how fire can represent destruction and renewal.        |
| To explore the meaning of spirituality to some people.                     | To describe how religious guidance can influence everyday life.e.                | To explore the ways some Christians view and use the Bible.                                   | To investigate some beliefs about what happens to the soul after repentance. | To investigate water's symbolism in Christian Baptism.                           | To explore the significance of fire in the Zoroastrian worldview. |



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| To explore the idea of humans having a soul    | To compare religious and non religious guidance.                                                        | To evaluate what makes scriptures central to religion.                                                               | To investigate Christian beliefs about cleansing the soul.                                                      | To explore the significance of water at the Hindu Kumbh Mela festival. | To consider how candles are used to remember. |
| <b>Vocabulary</b>                              | <b>Vocabulary</b>                                                                                       | <b>Vocabulary</b>                                                                                                    | <b>Vocabulary</b>                                                                                               | <b>Vocabulary</b>                                                      | <b>Vocabulary</b>                             |
| Buddhist, meditation, connection, soul, source | Buddha, Buddhist, covenant, Five Pillars of Islam, guidance, Islam, morals, reasoning, Ten Commandments | Abrahamic, Chumash, Christian Bible, Gideon Bible, gurdwara, Hadith, holy, Jibril, Ketuvim, Mandir, Muhammad, Quaker | Immortal, moral, karma, repentance, cleansed, sin, confession, consequence, confession, wrongdoing, forgiveness | Baptism, cleanse, offering shinto, holy                                | Cleanse, covenant, divine. eternal            |

| Year 4                                                                        |                                                                       |                                                                                                                     |                                                                  |                                                                                             |                                                                  |
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| Are all religions equal?                                                      | What makes some texts sacred?                                         | Just how important are our beliefs?                                                                                 | (Updated) Who was Jesus?                                         | (Updated) Why is the Bible the best selling book of all time?                               | Does the language of scripture matter?                           |
| Key Learning                                                                  | Key Learning                                                          | Key Learning                                                                                                        | Key Learning                                                     | Key Learning                                                                                | Key Learning                                                     |
| To know that people from different religions believe some of the same things. | To know Religious texts contain different types of writings           | To know sacrifice means giving up something valued for the sake of something else                                   | People from different religions believe some of the same things. | People with similar worldviews may practice in different ways due to historical events.     | People from different religions believe some of the same things. |
| To know that there are historical links and connections between religions     | To know Religious scriptures come from a range of sources and origins | To know rituals and practices can be based on religious and cultural roots and that often these are interconnected. | Stories and scriptures give insights about how to live.          | Religious scriptures are written in different languages and this can affect interpretation. | The ways scriptures are read and used changes over time.         |



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| To know<br>that the history of religion<br>affects how people see<br>their own and others'<br>communities                                                                                                  | To know<br>Stories and scriptures<br>give insights about how<br>to live. | To know<br>being part of a community<br>with similar beliefs is<br>important to some people | Disagreement and change<br>happens in communities.                                                                                                                     | Why the<br>Christian Bible has a<br>significant role in public life<br>in many countries,<br>including the UK. | Religious<br>scriptures come from a<br>range of sources and<br>origins.                                              |
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|                                                                                                                                                                                                            |                                                                          |                                                                                             | Their own thoughts, ideas and<br>opinions may be influenced<br>by what they learn.                                                                                     | The ways scriptures are<br>read and used changes<br>over time.                                                 | Language used during<br>worship and prayer is<br>important for some<br>people when connecting<br>with the community. |
|                                                                                                                                                                                                            |                                                                          |                                                                                             | What they believe influences<br>how they think about new<br>content.                                                                                                   | Religious and non-religious<br>worldviews change over<br>time for individuals and<br>groups.                   | Religious texts contain<br>different types of writings.                                                              |
| Vocabulary                                                                                                                                                                                                 | Vocabulary                                                               | Vocabulary                                                                                  | Vocabulary                                                                                                                                                             | Vocabulary                                                                                                     | Vocabulary                                                                                                           |
| Athravan<br>Báb<br>Baha'i<br>Bahá'ulláh<br>belief<br>connection<br>equality<br>guidelines<br>gurdwara<br>guru<br>harmony<br>House of Worship<br>improvement<br>invoke<br>Khanda<br>merciful<br>Middle East | Baghavad Gita<br>Buddhist Canon<br>origin<br>revealed                    | commitment<br>fast<br>sacrifice<br>tradition                                                | crucified<br>Easter<br>evidence<br>Gospels<br>impact<br>literal<br>origin<br>perspective<br>prophecy<br>resurrection<br>sacrifice<br>saviour<br>spiritual<br>viewpoint | artefact<br>culture<br>Gospels<br>impact<br>literal<br>perspective<br>prophecy<br>spiritual<br>translation     | culture<br>Hadith<br>tradition<br>translation                                                                        |



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| omniscient<br>origin<br>practice<br>respect<br>scripture<br>unity |  |  |  |  |  |
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| Year 5                                                             |                                                                                                                          |                                                                                     |                                                                                                                       |                                                                                 |                                                                                             |
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| Unit 1 -Why do people have to stand up for what they believe in?   | Unit 2 - What happens when we die? (part 1)                                                                              | Unit 2- Why doesn't christianity look the same?                                     | Unit 4 - What happens when we die? (part 2)                                                                           | Unit 5<br>Who should get to be in charge?                                       | Unit 6<br>Why are some places in the world significant to believers?                        |
| Key Learning                                                       | Key Learning                                                                                                             |                                                                                     | Key Learning                                                                                                          | Key Learning                                                                    | Key Learning                                                                                |
| To recognise how religious beliefs vary.                           | To understand the significance of the soul in people's beliefs about the afterlife and its role in Abrahamic worldviews. | To explore how a religion can begin by exploring the story of Pentecost             | To understand that people have different beliefs about what happens when we die.                                      | To explore the creation of laws and teachings in different communities          | To consider whether height can make a place significant by exploring mountains              |
| To recognise the importance of religious freedom.                  | To explore some Jewish beliefs about death through the concept of purgatory.                                             | To explore the impact of historical figures on the development of Christian beliefs | To know that some people believe in life after death and others may believe death is the end of our life in any form. | To recognise why there are different ideas about succession in the Muslim world | To identify examples of the Sikh Gurus' teachings by exploring the Harmandir Sahib.         |
| To assess the challenges some religious figures faced in the past. | To investigate sources about the afterlife for some Muslim people.                                                       | To find out how Christianity changed over time                                      | To understand beliefs about life after death can affect how people choose to live their lives.                        | To explore how some religious laws are created in the Muslim world view         | To investigate the significance of the River Ganges for religious and non-religious people. |



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| To analyse the meaning and symbolism of different festivals of light.                                                                              | To explain what funerals mean for different people.                                                                   | To explore how different interpretations of the bible lead to different Christian beliefs                                         | To know funerals can be important times for communities to support one another                                                                  | To understand how Sikh Gurus were selected                                       | To find out about beliefs by investigating relics.         |
| To recognise that people were persecuted for their religious beliefs in the past. To explain how and why people stand up for what they believe in. | To recognise the significance of Dia de los Muertos as a religious and cultural celebration for some Catholic people. | To compare how different Christians show their beliefs                                                                            | To correctly use the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, finality, heaven and hell. | To explore leadership qualities through exploring monarchs and religious leaders | To evaluate who should have access to significant places.  |
|                                                                                                                                                    |                                                                                                                       | To explore how different religions can change by exploring how Christianity develops today                                        |                                                                                                                                                 | To explore how Guru Granth Sahib can be a guiding living leader                  |                                                            |
| <b>Vocabulary</b>                                                                                                                                  | <b>Vocabulary</b>                                                                                                     |                                                                                                                                   | <b>Vocabulary</b>                                                                                                                               | <b>Vocabulary</b>                                                                | <b>Vocabulary</b>                                          |
| Agnostic, atheist, theist, conspiracy, Catholic, prejudice, protected characteristics, persecution, Protestant, atheist                            | Soul, Jannah, cremate, eternal, judgement, mourning, repent, Yom Kippur, atonement, purgatory                         | Crucifixion denomination Devotion Holy Spirit Interpretation Orthodox Parable personal Pilgrim significant Stereotype The Trinity | Moksha, karma. Cremation, samsara, Dharmic, nirvana, reincarnation, enlightenment, Wageguru                                                     | devotion discrimination interpretation prejudice succession ummah                | Abrahamic parable pilgrimage religious significant suggest |



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| Year 6                                                                                 |                                                                       |                                                                                                   |                                                                                           |                                                                                            |                                                                                               |
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| Unit 1 - Why does religion look different around the world? (Part 1)                   | Unit 2 - Why does religion look different around the world? (Part 2)  | Unit 3 - Why is it better to be there in person?                                                  | Unit 4 - Why is there suffering? (part 1)                                                 | Unit 5 - Why is there suffering? (part 2)                                                  | Unit 6 - What place does religion have in our world today?                                    |
| Key Learning                                                                           | Key Learning                                                          | Key Learning                                                                                      | Key Learning                                                                              | Key Learning                                                                               | Key Learning                                                                                  |
| To recognise the importance of words used to describe God.                             | To recognise diversity within the Hindu worldview.                    | To explore the factors that can shape someone's experience of a religious or non-religious event. | To explain some causes of suffering by exploring scripture and experience                 | To consider how people's beliefs influence their response to suffering                     | To express a personal worldview through art                                                   |
| To identify the similarities and differences between some Abrahamic religions          | To recognise the impact of influences on beliefs.                     | To understand the significance of places for some Jewish and non-Jewish people.                   | To understand the concept of free will through exploring scripture.                       | To interpret the Buddhist concept of the Second Noble Truth using the story of Kisa Gotami | To interpret the religious makeup of the UK by examining census data                          |
| To identify why some mitzvot have been adapted.                                        | To analyse and understand Diwali across different traditions.         | To evaluate the rules around attending significant places.                                        | To investigate beliefs about human wrongdoing through religious perspectives.             | To explore how the Four Noble Truths can help some Buddhists respond to suffering          | 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 explain why there are different Buddhist teachings.                | To consider the challenges that many Muslims may face when travelling to Makkah.                  | To explore beliefs about suffering and goodness through scripture and personal responses. | To recognise how the belief Hukam can help some people in difficult times                  | 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 make links and comparisons between different meditative practices. | To understand the significance of attending a non-religious event as a Humanist.                  | To explore different beliefs about God's role in suffering.                               | To discuss how some Shinto followers believe suffering can be prevented                    | 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 express the different factors that affect diversity within and across worldviews.                                          | To explore the concept of pilgrimage and its relevance in the UK.                                                                                           | To examine how teachings about Jesus affect some Christian responses to suffering.                        | To recognise how responses to suffering vary using stories, beliefs and practices. | To explain the importance of learning about religions and worldviews through real-life examples |
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| Vocabulary                                                                                                                               | Vocabulary                                                                                                                    | Vocabulary                                                                                                                                                  | Vocabulary                                                                                                | Vocabulary                                                                         | Vocabulary                                                                                      |
| Abrahamic<br>attributes<br>covenant<br>descendants<br>liberal<br>monotheism<br>omnibenevolent<br>omnipotent<br>omnipresent<br>omniscient | Abstain<br>Adornment<br>Avatar<br>Celestial<br>Commemorate<br>Consent<br>Cultivate<br>Dharma<br>Incarnation<br>Interpretation | Condemned<br>Convention<br>Doctrines<br><br>Entombed<br><br>Obligation<br><br>Pilgrimage<br><br>Relic<br><br>Resurrected<br><br>Secular<br><br>spirituality | Conscience<br>Crucifixion<br>Temptation<br>Evil<br>Resurrection<br>Suffering<br>Response<br>Satan<br>Hope | Hukam                                                                              | Census<br>Diversity<br>Protected characteristics<br>Secular                                     |