RE: PROGRESSION OF VOCABULARY

Bredbury Green Primary School | Nursery-Year 6 curriculum companion

Purpose and principles

This document sits alongside the school's Progression of RE and the Stockport agreed-syllabus vocabulary framework supplied by the school. It identifies a carefully selected set of Tier 2 academic vocabulary and Tier 3 religion-and-worldview-specific vocabulary for explicit teaching, use and retrieval. Nursery and Reception provide developmentally appropriate foundations before the school's Year 1 curriculum.

Tier 2 vocabulary comprises high-utility language that helps pupils compare, explain, reflect, justify and make connections, such as belief, belonging, influence, significance, justice and commitment. Tier 3 vocabulary names particular religions, worldviews, texts, practices, festivals and theological or philosophical concepts, such as Torah, Qur'an, Shabbat, dharma, ahimsa and Humanist.

Progression is shown through increasing precision and respectful application: pupils move from recognising special people, places, stories and communities to explaining how beliefs and practices influence ways of life, comparing religious and non-religious worldviews, and discussing questions of meaning, truth, justice and purpose. Vocabulary should be taught in context and retrieved across the school's Believing, Expressing and Living strands.

Whole-school conceptual vocabulary

Concept	Early language (EYFS-Y2)	Developing language (Y3-Y6)	Retrieval thread
Belief and worldview	special, believe, God, story, prayer	belief, worldview, theist, atheist, agnostic, spiritual, truth	Move from recognising that people believe different things to explaining and comparing religious and non-religious worldviews.
Belonging and identity	family, community, belong, symbol, promise	identity, commitment, faith community, tradition, denomination, ummah	Retrieve belonging whenever pupils explore worship, festivals, family life, life milestones or community action.

Worship and expression	pray, worship, music, art, special place	ritual, devotion, sacred, pilgrimage, architecture, spiritual	Deepen from recognising ways beliefs are expressed to evaluating why particular forms of expression matter.
Sacred texts and teaching	special book, story, rule, teaching	sacred text, scripture, guidance, parable, commandment, revelation	Connect stories and texts to beliefs, moral guidance and ways of life rather than treating vocabulary as isolated labels.
Values and moral action	kind, fair, right, wrong, care	justice, compassion, forgiveness, generosity, stewardship, dignity	Progress from naming values to explaining how beliefs and principles guide choices and action.
Meaning, purpose and life's journey	celebrate, remember, life, death, hope	meaning, purpose, milestone, suffering, salvation, samsara, moksha	Build sensitive language for discussing significant experiences and ultimate questions with increasing maturity.

Vocabulary progression by year group and unit

The vocabulary below is a priority set rather than an exhaustive glossary. It follows the school's units and draws on the supplied Stockport vocabulary progression, including its phase progression from general religious language into increasingly precise Christianity, Judaism, Islam, Hindu Dharma and non-religious worldview terminology.

Nursery | Discovering: people, stories and special things

Curriculum strand: EYFS foundations

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
special, same, different, kind, belong, celebrate, remember, care	religion, special book, special place, prayer, Christmas, Bible, church, Jesus

Retrieval and progression: WellComm-informed oral language is prioritised through stories, objects, celebrations and first-hand experiences. Children talk about what is special to themselves and others, notice similarities and differences, and encounter simple religion-specific words without being expected to define abstract concepts.

Reception | Discovering: beliefs, celebrations and communities

Curriculum strand: EYFS foundations

Tier 2: academic / transferable	Tier 3: RE / worldview-specific

belief, community, respect, promise, important, celebration, symbol, worship	Christian, Jewish, Muslim, God, Bible, Torah, Qur'an, church, synagogue, mosque, prayer

Retrieval and progression: Retrieve Nursery special/belong/celebrate language. Use stories, artefacts and visits or images to develop respectful language about different communities. Bridge deliberately to Year 1 Christianity, Judaism, sacred places and belonging.

Year 1 | Who is a Christian and what do they believe?

Curriculum strand: Believing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
believe, example, kindness, guide, express	Christian, God, Jesus, Bible, prayer, worship, symbol

Retrieval and progression: Retrieve EYFS belief, prayer and Christian vocabulary. Connect belief to actions: stories, symbols, prayer and worship show what Christians believe and can guide how people live.

Year 1 | Who is Jewish and what do they believe?

Curriculum strand: Believing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
believe, teaching, ritual, festival, guide	Jewish, Judaism, God, Torah, prayer, ritual

Retrieval and progression: Retrieve EYFS Jewish/Torah language and compare respectfully with Christianity without implying that the traditions are the same. Revisit Torah and Jewish practices in Y2 sacred books and Y3 Jewish family life.

Year 1 | What makes some places sacred?

Curriculum strand: Expressing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
special, respect, behaviour, object, action	sacred, church, mosque, synagogue, worship, prayer, symbol

Retrieval and progression: Retrieve EYFS special-place language. Develop special -> sacred and connect buildings, objects and behaviour to worship. Revisit places of worship in Y5.

Year 1 | What does it mean to belong to a faith community?

Curriculum strand: Living

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
belong, community, promise, identity, shared	faith community, baptism, naming ceremony, Christian, Jewish, Muslim

Retrieval and progression: Retrieve EYFS belonging/community. Connect symbols, ceremonies and promises to identity and belonging. This becomes a recurring concept in Y3-Y6.

Year 2 | What can we learn from sacred books?

Curriculum strand: Believing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
important, respect, lesson, guidance, right and wrong	sacred book, Bible, Torah, Qur'an, believer

Retrieval and progression: Retrieve Y1 Bible/Torah and introduce Qur'an in a comparative context. Progress from naming texts to explaining how stories and teachings can guide life.

Year 2 | Who is a Muslim and what do they believe?

Curriculum strand: Believing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
example, guide, behave, celebrate, express	Muslim, Islam, Allah, Prophet Muhammad, Qur'an, Ramadan, Eid, prayer

Retrieval and progression: Retrieve mosque/Qur'an from earlier work. Link beliefs about God and the Prophet's example to prayer, behaviour and celebration. Revisit in Y4 festivals and Y5 Muslim life in Britain.

Year 2 | How and why do we celebrate special places and sacred times?

Curriculum strand: Expressing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
celebrate, remember, reflect, important, action	Christmas, Easter, Pesach, Chanukah, Eid, ritual, sacred time

Retrieval and progression: Retrieve festival vocabulary from Y1 and Muslim/Jewish/Christian units. Emphasise why celebrations matter, not only what happens.

Year 2 | How should we care for others and the world, and why does it matter?

Curriculum strand: Living

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
valuable, care, charity, creation, responsibility	Golden Rule, religious teaching, believer

Retrieval and progression: Retrieve kindness and right/wrong. Connect teachings to care for people and the world. Prepare for Y4 moral guidance and Y5 green religion.

Year 3 | What do different people believe about God?

Curriculum strand: Believing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
description, influence, different, individual, idea	Christianity, Islam, Hinduism, God, Allah, calligraphy

Retrieval and progression: Retrieve beliefs from KS1 and widen to Hindu perspectives. Develop language that allows pupils to describe differences without presenting any worldview as the default.

Year 3 | Why is the Bible so important for Christians today?

Curriculum strand: Believing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
inspire, guidance, study, influence, salvation	Bible, creation, Fall, salvation, Christian

Retrieval and progression: Retrieve Bible/sacred text. Deepen from stories being special to their theological and practical significance for Christians.

Year 3 | Why are festivals important to religious communities? (Christian)

Curriculum strand: Expressing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
remember, reflect, community, significance, express	Christmas, Easter, Pentecost, Harvest, ritual, hymn

Retrieval and progression: Retrieve KS1 Christian festivals and move towards explaining how festivals express and reinforce beliefs.

Year 3 | What does it mean to be a Christian in Britain today?

Curriculum strand: Living

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
faith, influence, choice, contribution, service	Christian, church, worship, hymn, charity

Retrieval and progression: Retrieve Christian belief/worship. Connect faith to family, community service and everyday choices.

Year 3 | How do family life and festivals show what matters to Jewish people?

Curriculum strand: Living

Tier 2: academic / transferable	Tier 3: RE / worldview-specific

value, freedom, forgiveness, gratitude, relationship	Shabbat, Pesach, Rosh Hashanah, Yom Kippur, Jewish, ritual

Retrieval and progression: Retrieve Torah, Pesach and Jewish belonging. Use festival and family vocabulary to explain values and relationship with God.

Year 4 | Why is Jesus inspiring to some people?

Curriculum strand: Believing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
inspire, forgiveness, service, gratitude, value	Jesus, parable, Holy Week, Easter, Christian

Retrieval and progression: Retrieve Jesus, Bible and Easter. Develop inspire/influence language and connect teachings to values, choices and actions.

Year 4 | Why are festivals important to religious communities? (Muslim)

Curriculum strand: Expressing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
fast, reflect, charity, strengthen, community	Ramadan, Eid-ul-Fitr, Muslim, Islam, prayer

Retrieval and progression: Retrieve Y2 Islam/Ramadan/Eid. Deepen understanding of fasting, prayer and charity as expressions of faith and community.

Year 4 | Why do some people think life is a journey and what significant experiences mark this?

Curriculum strand: Expressing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
journey, milestone, commitment, significant, promise	ceremony, birth, coming of age, marriage, death, Christian, Hindu, Jewish

Retrieval and progression: Retrieve ceremony/belonging from Y1. Compare how significant life stages may be marked, focusing on meaning and commitment.

Year 4 | What does it mean to be a Hindu in Britain today?

Curriculum strand: Living

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
duty, consequence, practice, community, influence	Hindu, Hinduism, mandir, puja, aarti, bhajan, murti, dharma, karma

Retrieval and progression: Retrieve Hinduism from Y3. Connect practices and objects to dharma, karma, worship, family and community.

Year 4 | What can we learn from religions about deciding what is right and wrong?

Curriculum strand: Living

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
guidance, honesty, temptation, forgiveness, principle	Ten Commandments, Golden Rule, Humanist, religious teaching, non-religious

Retrieval and progression: Retrieve right/wrong and Golden Rule. Introduce non-religious guidance explicitly and compare sources of moral reasoning.

Year 5 | Why do some people think that God exists?

Curriculum strand: Believing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
exist, reason, experience, evidence, influence	theist, atheist, agnostic, God, creation

Retrieval and progression: Retrieve differing beliefs about God. Introduce precise worldview vocabulary and allow pupils to explain reasons people may believe, disbelieve or be uncertain.

Year 5 | What would Jesus do?

Curriculum strand: Believing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
justice, generosity, moral, decision, modern	Jesus, parable, Christian, forgiveness

Retrieval and progression: Retrieve Y4 Jesus/inspiration and moral guidance. Apply teachings to contemporary choices and evaluate their continuing influence.

Year 5 | If God is everywhere, why go to a place of worship?

Curriculum strand: Expressing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
support, gather, spiritual, shared, community	church, synagogue, mandir, worship, prayer

Retrieval and progression: Retrieve Y1 sacred places and deepen towards the communal, educational and spiritual purposes of worship spaces.

Year 5 | What does it mean to be a Muslim in Britain today?

Curriculum strand: Expressing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
commitment, guidance, daily, charity, pilgrimage	Five Pillars, Shahadah, Salat, Sawm, Zakat, Hajj, Qur'an, mosque, Prophet Muhammad

Retrieval and progression: Retrieve Islam vocabulary from Y2/Y4. Organise learning around the Five Pillars and explain how beliefs and practices influence daily life.

Year 5 | Green religion? How and why should religious communities do more to care for the Earth?

Curriculum strand: Living

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
environment, activism, sustainability, impact, climate justice	stewardship, khalifa, Bhumi, Tu B'Shevat, Eco Church

Retrieval and progression: Retrieve Y2 care/creation. Compare religious teachings and practical environmental action, moving from care to stewardship, responsibility and evaluation of impact.

Year 6 | What do religions say to us when life gets hard?

Curriculum strand: Believing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
suffering, comfort, meaning, support, perspective	afterlife, heaven, judgement, salvation, karma, samsara, moksha, Humanist

Retrieval and progression: Retrieve salvation and Hindu karma. Introduce sensitive, precise language for different religious and non-religious responses to suffering, death and meaning.

Year 6 | Is it better to express beliefs in arts and architecture or in charity and generosity?

Curriculum strand: Expressing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
expression, awe, compassion, prioritise, impact	sacred building, religious art, symbol, charity, spiritual value

Retrieval and progression: Retrieve sacred places, art/symbol and charity. Progress to weighing different forms of religious expression and their impact.

Year 6 | What can be done to reduce racism? Can religion help?

Curriculum strand: Expressing

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
dignity, prejudice, equality, racism, challenge	religious teaching, anti-racism, movement, justice

Retrieval and progression: Retrieve respect, difference and justice. Use careful language to examine how religious and non-religious people may oppose racism while recognising that beliefs and practices can also be contested.

Year 6 | What matters most to Christians and Humanists?

Curriculum strand: Living

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
reason, fairness, priority, value, ethical	Christian, Humanist, image of God, Fall, commandment, Golden Rule

Retrieval and progression: Retrieve Christianity and non-religious moral guidance. Compare sources of values and how they shape decisions without treating either worldview as uniform.

Year 6 | What difference does it make to believe in ahimsa, grace and/or ummah?

Curriculum strand: Living

Tier 2: academic / transferable	Tier 3: RE / worldview-specific
harmlessness, forgiveness, community, justice, significance	ahimsa, grace, ummah, Hindu, Christian, Muslim

Retrieval and progression: Retrieve Hindu, Christian and Muslim concepts from earlier units. Apply precise key concepts to personal, social and global action and compare their significance.

UNCRC connections

RE provides strong opportunities to connect learning with children's rights where the connection is authentic, particularly through freedom of belief, identity, expression, participation, respect and learning to live together.

- **Article 2 - non-discrimination:** Respecting people of different religions and non-religious worldviews; challenging prejudice and racism; recognising equal dignity.
- **Article 8 - identity:** Exploring how religion, worldview, family, community, symbols and traditions can contribute to a person's identity.
- **Article 12 - respect for children's views:** Creating structured opportunities for pupils to express and justify their own ideas about belief, meaning, morality and belonging.
- **Article 13 - freedom of expression:** Recognising different ways beliefs and ideas are expressed through words, art, music, symbols, worship and action.
- **Article 14 - freedom of thought, belief and religion:** A central connection across RE: understanding that children have the right to their own thoughts, beliefs and religion, while learning respectfully about the convictions of others.
- **Article 17 - access to information:** Encountering accurate, age-appropriate information about religions and non-religious worldviews and learning to distinguish informed understanding from stereotypes.
- **Article 29 - goals of education:** Developing respect for human rights, identity, cultural values and people with different beliefs, and preparing pupils to live responsibly in a diverse society.

- **Article 30 - culture, language and religion:** Recognising the right of children from minority communities to practise their religion, use their language and participate in their culture.

Suggested retrieval routines

- **Every lesson: 2-minute retrieval:** Recall 2-3 previously taught words and ask pupils to explain them through a story, practice, symbol, image or example rather than reciting a definition.
- **Beginning of a new unit:** Retrieve relevant concepts from earlier learning - for example belonging, sacred, worship, guidance, justice or community - before introducing more precise worldview-specific terminology.
- **Within a unit:** Return to key vocabulary after a delay and ask pupils to compare, classify, explain significance or connect a belief to a practice or way of life.
- **Across year groups:** Use the retrieval links above to make conceptual progression visible. Re-teach meanings sensitively where needed and avoid assuming that a word has one identical meaning across all traditions.
- **End of unit:** Check whether pupils can recognise and explain vocabulary, use it accurately and respectfully, connect it to beliefs/practices, and make an age-appropriate comparison or connection.

What progression should look like

- **Nursery:** Use oral language to talk about special people, stories, places, celebrations, kindness and belonging. Encounter a small number of religion-specific words through meaningful experiences.
- **Reception:** Recognise that people belong to different communities and may have different beliefs, celebrations, places, books and practices; begin to use respectful religion-specific vocabulary.
- **Years 1-2:** Recall and name key beliefs, texts, festivals, places, symbols and practices; retell stories; ask and answer simple questions about what people do and why.
- **Years 3-4:** Describe features of religious and non-religious worldviews, explain why beliefs and practices matter, identify similarities and differences, and connect teachings with ways of life.
- **Years 5-6:** Use increasingly precise theological, philosophical and worldview vocabulary to explain significance, analyse similarities and differences, justify ideas and discuss meaning, purpose, justice and respectful coexistence.

Implementation notes

- Prioritise secure understanding over the number of words taught. Vocabulary should illuminate the substantive and conceptual knowledge in each unit rather than become a separate memorisation exercise.
- Teach pronunciation and meaning carefully, particularly for sacred texts, practices, festivals and concepts from living religious traditions.

- Use language that reflects diversity within religions and worldviews: phrases such as 'many Christians', 'some Muslims' or 'a Humanist view' can prevent overgeneralisation where appropriate.
- Explicitly revisit conceptual vocabulary such as belief, belonging, worship, sacred, guidance, community, justice, meaning and significance across different contexts.
- Distinguish respectful comparison from equivalence: pupils should notice similarities while also learning what is distinctive about particular traditions and worldviews.
- Nursery and Reception are complementary foundations added to the school's Year 1-Year 6 progression. The supplied Stockport vocabulary framework provides EYFS phase vocabulary and has informed these choices, but the detailed Nursery/Reception split is a school-facing interpretation for progression.
- Where the supplied vocabulary framework includes terminology beyond the units currently taught, this document prioritises words that connect directly to Bredbury Green's curriculum rather than adding additional religion units.