

Religious Education Progression of Vocabulary

Blue Coat Federation



This vocabulary progression supports pupils in developing rich, progressive religious literacy. It enables pupils to make sense of beliefs, understand the impact of faith on lived experience, and reflect on meaning, values and purpose, in line with SIAMS and the Church of England Vision for Education.

Vocabulary is cumulative and revisited across year groups to deepen understanding and support theological (T), philosophical (P) and human/social science (HS) enquiry.

Year	Autumn Units	Spring Units	Summer Units
EYFS	<p>Creation: God, creator, creation, world, special, unique</p> <p>Incarnation: Jesus, Nativity, Mary, Joseph, angel, celebration</p>	<p>Salvation: Easter, cross, died, alive, love, forgive, hope</p> <p>God: prayer, worship, church, praise</p>	<p>Playful RE: Bible, story, belong, family, kind, share</p>
Year 1	<p>God (UC 1.1): Creator, loving, parable, Bible, forgiveness, trust</p> <p>Incarnation (UC 1.3): Incarnation, Jesus, Saviour, angel, worship, gift</p>	<p>Celebrations (WAS): festival, celebration, joy, belonging, community, symbol</p> <p>Salvation (UC 1.5): crucifixion, resurrection, salvation, forgiveness, hope</p>	<p>Stories & Prayer: disciple, miracle, prayer, thanks, faith</p>
Year 2	<p>Creation (UC 1.2): Genesis, Creator, responsibility, stewardship, thankful</p> <p>Festivals (WAS): Diwali, Eid, symbol, light, celebration, tradition</p>	<p>Questions that Puzzle Us (WAS): question, wonder, puzzling, opinion, fairness, belief</p> <p>Gospel (UC 1.4): Gospel, good news, neighbour,</p>	<p>Islam (WAS): Islam, Muslim, Allah, Qur'an, mosque, prayer, submission</p>

Year 3	Creation/Fall: Creation, Fall, temptation, sin, disobedience, consequences, forgiveness Trinity (UC 2.3a): Trinity, Father, Son, Holy Spirit, incarnation, baptism	Holy Books: sacred, scripture, Bible, Qur'an, Torah, authority, revelation Pilgrimage: pilgrimage, Hajj, Mecca, journey, devotion	Community: commitment, belonging, values, faith, worship
Year 4	Gospel (UC 2.4a): Gospel, justice, compassion, forgiveness, parable, service 5 Pillars (WAS): Shahadah, Salah, Zakah, Sawm, Hajj, submission, obedience	Salvation (UC 2.5): crucifixion, sacrifice, resurrection, salvation, redemption, hope Kingdom (UC 2.6a): Kingdom of God, Pentecost, Holy Spirit, peace, fairness, mission	Hinduism (WAS): Hinduism, dharma, karma, atman, worship, devotion, shrine
Year 5	Messiah (UC 2.4b): Messiah, prophecy, incarnation, Saviour, belief, expectation Christian Aid (WAS): charity, justice, compassion, Zakah, poverty, service	Resurrection (UC 2.6b): resurrection, eternal life, reconciliation, grace, salvation, witness Creation & Science: creationism, evolution, Genesis, complementary, conflicting, interpretation	Commitment (WAS): commitment, faith, devotion, worship, pilgrimage, values
Year 6	People of God (UC 2.6c): covenant, Exodus, obedience, freedom, leadership, liberation Kingdom (UC 2.8): Kingdom of God, justice, peace, service, humility, discipleship	Salvation (UC 2.7): redemption, sacrifice, sin, forgiveness, reconciliation, atonement Temptation (WAS): temptation, morality, worldview, good and evil, conscience	Spiritual Expression: ritual, prayer, psalm, reflection, submission, meditation

Implementation and Impact of Vocabulary in RE

How Vocabulary Is Taught:

- Key vocabulary is explicitly identified for each unit.
- Vocabulary is introduced, modelled and explained in context.
- Pupils rehearse new words orally before using them in writing.
- Visual prompts, word banks and knowledge organisers support understanding.
- Retrieval practice revisits vocabulary across the year to strengthen retention.

How Vocabulary Is Deepened:

- Concepts are revisited and developed across year groups (e.g. forgiveness → reconciliation → redemption).
- Pupils are encouraged to make links between beliefs, practices and values.
- Vocabulary supports theological (T), philosophical (P) and human/social science (HS) enquiry.

Impact:

As a result, pupils:

- Use accurate religious vocabulary confidently.
- Explain beliefs using subject-specific language.
- Make connections between faith, lived experience and moral decision-making.
- Engage in respectful dialogue about religious and non-religious worldviews.