

Progression in Religious Education Skills, Knowledge and Vocabulary

As children progress through Freegrounds Junior school they will enquire into a range of concepts. These concepts are grouped into A, B and C concepts. A concepts are common to all people; B concepts are shared by many religions and C concepts are distinctive to particular religions. children will first have opportunities to respond to their experience of Group A concepts. As children move through the school, they will have opportunities to engage with all three groups of concepts. When children reach key stage 2, the focus on B concepts will increase and as they reach Years 5 and 6, children will have the opportunity to enquire into some C concepts. These concepts are highlighted in the table below to show the progression of concepts from Year 3 to Year 6.

A concepts

B concepts

C concepts

Vocabulary

Each year group should understand and use the terms linked to the enquiry cycle. These are **communicate, apply, enquire, contextualise** and **evaluate**. They should also understand and use the term **concept**. This vocabulary should be used throughout every RE unit in all year groups.

Children must also be taught the vocabulary for each concept taught within their year group. These are listed below.

Year 3	Year 4	Year 5	Year 6
<div style="background-color: yellow; padding: 2px;">Special</div> <div style="background-color: yellow; padding: 2px;">Waiting</div> <div style="background-color: yellow; padding: 2px;">Trees as a symbol</div> <div style="background-color: yellow; padding: 2px;">Changing emotions</div> <div style="background-color: yellow; padding: 2px;">celebrating</div> <div style="background-color: yellow; padding: 2px;">community</div>	<div style="background-color: lightgreen; padding: 2px;">Teaching</div> <div style="background-color: lightgreen; padding: 2px;">Holy</div> <div style="background-color: lightgreen; padding: 2px;">Pilgrimage</div> <div style="background-color: lightgreen; padding: 2px;">Symbol</div> <div style="background-color: lightgreen; padding: 2px;">Peace</div> <div style="background-color: yellow; padding: 2px;">Neighbour</div>	<div style="background-color: lightgreen; padding: 2px;">Stewardship</div> <div style="background-color: yellow; padding: 2px;">Warning</div> <div style="background-color: yellow; padding: 2px;">Belonging</div> <div style="background-color: yellow; padding: 2px;">suffering</div> <div style="background-color: lightgreen; padding: 2px;">Justice</div> <div style="background-color: magenta; padding: 2px;">Umma</div>	<div style="background-color: lightgreen; padding: 2px;">Rites of passage</div> <div style="background-color: lightgreen; padding: 2px;">interpretation</div> <div style="background-color: magenta; padding: 2px;">The One Life</div> <div style="background-color: yellow; padding: 2px;">Freedom</div> <div style="background-color: lightgreen; padding: 2px;">Ritual</div> <div style="background-color: yellow; padding: 2px;">Peace</div>

Communicate

KS1	Year 3	Year 4	Year 5	Year 6
Children can express creatively their response to their own experiences of the concepts studied	Children can express creatively as well as begin to describe their response to their own experiences of the concepts/ words introduced	Children can express creatively as well as describe their response to their own experiences of the concepts/ words introduced	Children can begin to respond creatively as well as begin to explain their response to their own experiences of the concepts/ words introduced	Children can respond creatively as well as explain their response to their own experiences of the concepts/ words introduced

Apply

KS1	Year 3	Year 4	Year 5	Year 6
The can recognise how their own responses relate to events in their own and sometimes other people's lives	They can recognise and begin to describe how their responses to the concept relate to events in their own lives	They can recognise and describe how their responses relate to events in their own and sometimes others' lives	They can explain some examples of how their response to the concept relates to their lives and the lives of others	They can explain examples of how their responses to the concepts relate to their own lives and the lives of others

Inquire				
KS1	Year 3	Year 4	Year 5	Year 6
Simply describe what has been taught about the concept	They can begin to accurately describe what has been taught about the meaning of concepts taught. (A concepts)	They can accurately describe what has been taught about the meaning of concepts taught. (A and B concepts)	They can begin to accurately explain meanings of concepts in the traditions encountered and studied. (A, B and C concepts)	They can accurately explain meanings of concepts in the traditions encountered and studied. (A, B and C concepts)
Contextualise				
KS1	Year 3	Year 4	Year 5	Year 6
Simply describe what has been taught about the concept and how it is used in the tradition studied	They can begin to accurately describe some variation in ways in which the concept is shown in lives of people encountered and studies	They can accurately describe some variation in ways in which the concept is shown in lives of people encountered and studies	They can begin to accurately explain the way the concepts in the traditions encountered and studied impact the lives of those in the traditions with some examples	They can accurately explain the way the concepts in the traditions encountered and studied impact the lives of those in the traditions with examples
Evaluate				
KS1	Year 3	Year 4	Year 5	Year 6
They can, in simple terms, discern something of the value of these concepts in the lives of those living in the traditions studies as well as for their own lives and communities	They can discern and describe the value of these concepts in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. They can discern possible value for their own live and communities	They can discern and describe the value of these concepts in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. They can discern possible value for their own live and communities	They can discern the value of these concepts in the lives of those living in the traditions encountered and studied, as well recognising some of the issues this might raise. They can discern possible value in the concepts for their own lives and communities	They can discern the value of these concepts in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise. They can discern possible value in the concepts for their own lives and communities