

RE Vocabulary Progression linked to 'I can' statements

COMMUNICATE						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can begin to talk about my own responses to my experiences of the concepts explored.	I can talk about my own responses to my experiences of the concepts explored.	I can describe in simple terms my responses to my experiences of the concepts studied.	I can begin to describe my responses to my experiences of the concepts studied.	I can describe and give reasons for my experiences of the concepts studied.	I can begin to explain my responses to the human experience of the concepts studied.	I can explain my own response to the human experience of the concepts explored.
I have been ... I have seen ..	I have been ... I have seen ..	I have been ... I have seen .. This is like when I ...	have been ... I have seen .. This is similar to when I...	I have been... I have seen ... This is similar to when I... I know this because ...	I have been... I have seen ... I feel.. This is similar to when I... Others may feel ... I know this because ... Other people may feel like this because...	I have been... I have seen ... I feel.. This is similar to when I... Others may feel ... I know this because ... Other people may feel like this because...
share giving harvest celebrate	thankfulness celebration festival	persuasion persuade non-persuasive follow Jesus	message Jesus' teachings believers Islam Muslim	temptation tempted choices devil	belonging artefacts Muslim religion	Laws law -breaking rights and rules controversial blasphemy Son of God Sabbath Commandments

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APPLY						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can begin to identify how my responses relate to events in my own life.	I can talk about how my responses relate to events in my own life.	I can identify simple examples of how my responses relate my own life and those of others.	I can begin to describe examples of how my responses are, or can be, applied in my own life and the lives of others.	I can describe examples of how my responses are, or can be, applied in my own life and the lives of others.	I can begin to explain how my responses can be applied in my own life and the lives of others.	I can explain how my responses can be applied in my own life and the lives of others.
This makes me think ...	This makes me think ...	This makes me think ... Other people may think that ...	This makes me think ... Other people may think that ... Others may think this because ...	This makes me think ... Other people may think that ... Others may think this because ... Examples of this may be when ...	This makes me think ... Other people may think that ... Others may think this because ... Examples of this may be when ... If this were to happen I would... If this were to happen others may...	This makes me think ... Other people may think that ... Others may think this because ... Examples of this may be when ... If this were to happen I would... If this were to happen others may...
Jesus Christmas Christians birthday	nativity Christmas Story journeys magi Mary Joseph Shepherds	light symbol candle flame Advent Hannukah	Angels Images Nativity biblical	holy Mary, mother of God holiness believers Annunciation icons reverence prayer	prophecy Magi Gold frankincense myrrh prophets symbolic	Interpretation Gospel Jesus son of God

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ENQUIRE						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can begin to identify and talk about key concepts explored that are common to all people.	I can identify and talk about key concepts explored that are common to all people.	I can describe in simple terms key concepts explored that are common to all people and identify and talk about concepts that are common to many religions.	I can begin to describe key concepts that are common to all people, as well as those, that are common to the lives of many living a religious life.	I can describe key concepts that are common to all people, as well as those, that are common to the lives of many living a religious life.	I can begin to explain key concepts that are common to all people, as well as those that are common to many religions. I can begin to describe some key concepts that are specific to the religions studied.	I can explain key concepts that are common to all people, as well as those that are common to many religions. I can describe some key concepts that are specific to the religions studied
This means that ... This is the same as ...	This means that ... This is the same as ...	This means that ... This is the same as ... I have seen/ heard about this before with...	This means that ... This is the same as ... I have seen/ heard about this before with...	This means that ... This is the same as ... I have seen/ heard about this before with... This is similar between ... This is different in some ways...	This means that ... This is the same as ... I have seen/ heard about this before with... This is similar between ... This is different in some ways... Examples I can think of are ...	This means that ... This is the same as ... I have seen/ heard about this before with... This is similar between ... This is different in some ways... Examples I can think of are ... Some people may think this because.. whereas other may think this because...
special Church Christening Hindu	remembering Passover Pesach Jewish Seder	change God lives	rites ritual vows ceremony Hinduism Christianity	good evil Holi shrine	Stewardship Creation precious interpretation controversy	Ritual Ramadan Eid-ul-Fitr Qur'an sheer khurma

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CONTEXTUALISE						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can begin to recognise how the concept is expressed in the lives of people.	I can recognise how the concept is expressed in the lives of people.	I can simply describe ways in which these concepts are expressed by people living within specific religions.	I can begin to describe ways in which these concepts are expressed by people living within specific religions.	I can describe and give reasons for the ways in which these concepts are expressed by people living within specific religions.	I can begin to explain how these concepts are expressed within the beliefs or practises, of people living within specific religions.	I can explain how these concepts are expressed within the beliefs or practises, of people living within specific religions.
<p>People who believe in... think that...</p> <p>symbol new life Easter remember feelings Sikhs Guru Nanak</p>	<p>People who believe in... think that...</p> <p>welcoming Palm Sunday Jerusalem belonging Judaism</p>	<p>People who believe in... think that... People show this belief by ...</p> <p>sadness happiness emotions Easter Garden of Gethsemane authority Bible Christianity</p>	<p>People who believe in... think that... People show this belief by ...</p> <p>symbol cross suffering crucifix, Christ creation belief world God Shiva Brahma Vishnu</p>	<p>People who believe in... think that... People show this belief by ... They do this because...</p> <p>ritual routine Paschal candle Easter Church devotion worship temple</p>	<p>People who believe in... think that... People show this belief by ... They do this because... They express this through behaviours such as ...</p> <p>Symbol Eucharist Chalice Paten Mass Last Supper sacred worship mosque</p>	<p>People who believe in... think that... People show this belief by ... They do this because... They express this through behaviours such as ...</p> <p>Resurrection empty cross belief symbolically ceremony death funeral</p>

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EVALUATE						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can begin to evaluate the human experience of the concept by talking about it in simple terms. I can see the importance of the concept for people living a religious life.	I can evaluate the human experience of the concept by talking about it in simple terms. I can see the importance of the concept for people living a religious life.	I can evaluate the human experience of the concept by describing it in simple terms. I can discuss the value of the concept for people living a religious life and recognise any issues raised.	I can begin to evaluate the human experience of the concept by describing their value to people and through discussing with others can recognise, identify and describe some issues raised.	I can evaluate the human experience of the concept by describing their value to people and through discussing with others can recognise, identify and describe some issues raised.	I can begin to evaluate the concepts by explaining their value to people living a religious life, by drawing on examples. I can begin, through discussion with others be able to identify and describe in more detail some of the issues raised.	I can evaluate the concepts by explaining their value to people living a religious life, by drawing on examples. I can, through discussion with others be able to identify and describe in more detail some of the issues raised.
People* think that ... is important.	People* think that ... is important. The... is the most/least important to them.	People* think that ... is important. The... is the most/least important to them. They think it is important because...	People* think that ... is important. The... is the most/least important to them. They think it is important because...	People* think that ... is important. The... is the most/least important to them. They think it is important because... Some of the things it makes me think about are...	People* think that ... is important. The... is the most/least important to them. They think it is important because... Some of the things it makes me think about are... An example to justify my view is...	People* think that ... is important. The... is the most/least important to them. They think it is important because... Some of the things it makes me think about are... An example to justify my view is...
precious water John the Baptist Baptism Shiva	authority Jesus bible	remembering remembering ritual Jewish Shabbat	protection Raksha Bandhan festival religious cultures	symbolism trees tree of knowledge Isalm Christianity	Umma Hajj Zakat Isamic community	symbol religious flight

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People * (those of the specific religion taught in this concept)

As The Living Difference III sets out that RE should be taught within a cycle I have included vocabulary for each parts of this cycle. However as each year group and each term the concepts will be taught through different religions, as set out in our Long Term Plan, I have thought about the language that is applicable to all religions studied. Allowing children to develop their understanding, explanatory and reasoning skills. The vocabulary suggested, mainly as sentence starters, aims to expand on the key questions outlined in the concept cycle below.

