

Half Acres Primary Academy Skills Progression for RE

Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<ul style="list-style-type: none"> • Recall features of religious, spiritual and moral stories • Recognise and name features of religions and beliefs. • Ask questions about believing in God • Recognise religious symbols and images and begin to suggest what they mean • Retell some religious stories suggesting what it might mean. • Recognise features of religious life and practice • Identify aspects of own experience and feelings, in religious material studied • Identify things they find interesting or puzzling, in religious materials studied • Identify what is of value and concern to themselves, in religious material studied. 	<ul style="list-style-type: none"> • Retell religious, spiritual and moral stories. • Identify how religion and belief is expressed in different ways. • Identify similarities and differences in features of religions and beliefs. • Recognise that some questions about life are difficult to answer. • Ask questions about their own and others' feelings and experiences. • Identify possible meanings for symbols • Retell religious stories and identify some religious beliefs and teachings. • Identify some religious practices, and know that some are characteristic of more than one religion. • Suggest meanings in religious symbols, language and stories. • Respond sensitively to the experiences and feelings of others, including those with a faith. • Realise that some questions that cause people to wonder are difficult to answer. 	<ul style="list-style-type: none"> • Identify the impacts of beliefs and practices on people's lives. • Make connections between beliefs, stories and practices. • Identify similarities and differences between religions and beliefs. • Ask significant questions about religions and beliefs. • Describe and suggest meanings for symbols • Describe how some features of religions studied are exemplified in festivals and practices. • Make links between religious practices and the beliefs or ideas that underlie them. • Compare aspects of their own experiences and those of others, identifying what influences their lives. • Compare their own and other people's ideas about questions that are difficult to answer. • Make links between values and commitments, including religious ones, and their own attitudes or behaviour. 	<ul style="list-style-type: none"> • Describe the impact of beliefs and practices on individuals, groups and communities. • Comment on connections between questions, beliefs, values and practices. • Describe similarities and differences within and between religions and beliefs. • Suggest answers to some questions raised by the study of religions and beliefs. • Describe the key beliefs and teachings of the religions studied, making some comparisons between religions. • Show understanding of the ways of belonging to religions and what these involve. • Show, using technical vocabulary, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language. • Ask questions about the significant experiences of key figures from religions studied and 	<ul style="list-style-type: none"> • Explain connections between questions, beliefs, values and practices in different belief systems. • Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. • Explain how and why differences in belief are expressed. • Suggest lines of enquiry to address questions raised by the study of religions and beliefs. • Suggest answers to questions raised by the study of religions and beliefs, using relevant evidence. • Recognise and explain diversity within religious expression, using appropriate concepts. • Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities. • Make informed responses to questions of identity and experience in the light of their learning. 	<ul style="list-style-type: none"> • Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. • Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world • Explain the impact of beliefs and ultimate questions on individuals and communities. • Explore the meanings of big moral concepts • Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. • Identify the influences on, and distinguish between, different viewpoints within religions and beliefs. • Interpret the significance and impact of different forms of religious and spiritual expression. • Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of

	<ul style="list-style-type: none"> Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong. 		<p>suggest answers from own and others' experiences, including believers.</p> <ul style="list-style-type: none"> Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied. Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues. 	<ul style="list-style-type: none"> Make informed responses to people's values and commitments (including religious ones) in the light of their learning. Consider which beliefs and practices are significant in their own lives 	<p>appropriate language and vocabulary.</p> <ul style="list-style-type: none"> Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. Compare the different ways in which people of faith communities express their faith. Discuss and express their views on fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. . Make informed responses to people's values and commitments (including religious ones) in the light of their learning by using different techniques to reflect deeply
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Half Acres Vocabulary Progression for RE

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Christianity</u> Christian, The Bible, God, Christmas, baptism, cross, christening, church, <u>Islam</u> Muslim, Allah, Kaaba, mosque, wudu, calligraphy, muezzin, mihrab, prayer mat, <u>Judaism</u>	<u>Christianity</u> Easter, betray, holy, service, praise, rejoice, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday, shepherd, parable, <u>Islam</u> Qur'an, shahadah, prophet, minaret, charity, faith,	<u>Christianity</u> stewards, Trinity, the Fall, salvation, disobey, forgiveness, Testaments, incarnation, temptation, Holy Communion, Anglican, Catholic, denominations, injustice, intercession, confession, Beatitudes <u>Islam</u>	<u>Christianity</u> initiation, confirmation, baptism, disciple, gospel, Eucharist, condemn, resurrection, crucify, sacrifice, gratitude, inspiration, miracle, sermon, <u>Judaism</u> Bar/Bat Mitzvah, mitzvoh, ketubah, Passover/ Pesach,	<u>Christian</u> Baptist, pastor, priest, Quaker, nature, impact, justice, generosity, moral dilemmas, mission statements, hypocrite <u>Hinduism</u> pilgrimage, Sanskrit, <u>Judaism</u> Orthodox, Reform, Ner Tamid, guidance, kosher	<u>Christian</u> Judgement, hell, heaven, scriptures, cathedral, glorifies, unconditionally, <u>Hinduism</u> Samsara, ahimsa, sewa, selfless, <u>Islam</u> Barzakh, paradise, harmlessness, Grace, Ummah,

<p>Jewish, Hanukah, Shabbat, synagogue, Torah, chuppah, Ark, kippah, tallit, tefellin, <u>General</u> symbol, celebrate, believe, special, sacred book, miracle, prayer, angel, festival, celebration, religion, belonging, promise, worship, artefacts, place of worship,</p>	<p>geometric, creator, Eid-ul-Fitr, Ramadan, <u>Judaism</u> mezuzah, Chanukah, Shema, precious, Seder plate, kosher, Shabbat Shalom, dreidel, chanukiah, menorah, tawhid, Tzedekah, <u>General</u> Golden Rule, mysterious,</p>	<p>subha beads, Surah, submission, <u>Hinduism</u> Trimurti, Brahma (creator), Vishnu (preserver), Shiva (destroyer), goddess, Mandir, murti, Aum, shrine, Puja, Prasad, bhajans, Bhagavad Gita, <u>General</u> metaphors, reflect, peaceful, Humanist, humanity, values, freedom, guidance, awe, community, solution, conscience,</p>	<p><u>Islam</u> discipline, obedient, <u>Hinduism</u> Sacred thread ceremony, Vedas, dharma, rebirth, reincarnation, moksha, ashramas, Sannyasa, OM, rangoli, Samskaras, deities, temptation, aarti, <u>General</u> Milestones, commitment, ceremonies, ambition, adventure, simile, ritual, fasting, significant, impact, culture,</p>	<p><u>Islam</u> 5 Pillars, salat, zakat, sawm, hajj, ibhadah, Sunnah, Hadith, rak'ah, Ramadan, guidance <u>General</u> theist, agnostic, atheist, witness, facts, interpretation, proof, chance, evolution, Big Bang Theory, believers, purification, charity, ethics</p>	<p><u>Humanist</u> principles, <u>General</u> grief, bereaved, liturgies, soul, repent, consequences, eulogy, architecture, perspectives, wisdom, commitment, reconciliation</p>
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