



## Progression of Skills In Religious Education

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Communicate</b>	Children can begin to talk about their experiences of the concepts explored.	Children can talk about their own responses to their experiences of the concepts explored.	Children can describe in simple terms their responses to their experiences of the concepts studied	Children can describe their own response to an experienced based on a concept studied	Children can describe their own responses to the human experience of the concepts studied.	Children can explain their own experience in response to concepts explored.	Children and young people can explain their own response to the human experience of the concepts explored.
<b>Apply</b>	Children can recognise special times and events in their own lives.	Children can identify how their responses relate to events in their own lives.	Children can identify simple examples of how their responses relate to their own lives and those of others.	Children can describe examples of how their responses can be applied to others.	Children can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.	Children can explain example of concepts and how they can be applied to the life of others.	Children can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
<b>Enquire</b>	Children can begin to talk similarities and differences in relation to themselves and others within the key concept.	Children can identify and talk about key concepts explored that are common to all people (Group A concepts).	Children can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).	Children can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)	Children 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 (A and B concepts).	Children can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). Children can also describe some concepts related to a specific religious study (C concepts)	Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and Children can describe some key concepts that are particular to the specific religions studied (C concepts).
<b>Contextualise</b>	Children are beginning to recognise that the concept is expressed in the way of life of the people studied.	Children can recognise that the concept is expressed in the way of life of the people studied.	Children can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.	Children can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	Children can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	Children can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.	Children can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.
<b>Evaluate</b>	Children are beginning to evaluate human experience of the concept by talking about it in simple terms.	Children can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.	Children can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.	Children can evaluate human experience of the concept studied by describing the value to people through dialogue and identify and describe some issues raised.	Children can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.	Children can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.	Children can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.

