

Progression of RE Skills based on agreed syllabus Living Difference III

- Note that skills progression is based on the cycle from enquiry into concepts.
- Vocabulary: Many, most, few, some, Religious people (as opposed to religion).
- The syllabus must reflect 60% Christian traditions and 40% other religions
- Recommended minimum of hours: 36 hours for EYFS and KS1 and 45 hours for KS2.
- Separate books for RE and PSHE that will travel with children through the school from Y1 to Y6.

| Communicate | | | | | | |
|--------------------|--|---|--|--------|---|--------|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Chn can talk about their own responses to their experiences of the concepts explored. | Chn can describe in simple terms their responses to their experiences of the concepts studied. | Chn can describe their own responses to the human experience of the concepts studied. | | Chn and young people can explain their own response to the human experience of the concepts explored. | |
| Apply | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | They can identify how their responses relate to events in their own lives. | They can identify simple examples of how their responses relate to their own lives and those of others. | They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others. | | They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others. | |
| Enquiry | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | They can identify and talk about key concepts explored that are common to all people (Group A concepts). | They 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). | They 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 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 they can describe some key concepts that are particular to the specific religions studied (C concepts). | |

| Contextualize | | | | | | |
|----------------------|--|--|--|--------|---|--------|
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | They can recognise that the concept is expressed in the way of life of the people studied | They 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 | They 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. | | They 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. | |
| Evaluate | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | They 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 | They 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 | They 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. | | They 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. | |