



# RELIGIOUS EDUCATION CURRICULUM PROGRESSION

Skills	EYFS	Yr 1	Yr 2	Lower KS2	Upper KS2
Communicate	Children can talk about their own 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.	Classify the main ideas of each concept, with given, or own label  Describe own responses to the human experience of the concepts studied	Explain own responses to the human experience of the concept studied justifying points for and against key ideas
Apply	They can talk about events in their own lives linked to events.	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.	Recognise how own life & beliefs are similar to/different from those studied	Explain examples of how their responses to the concept can be applied in their own lives and the lives of others.
Enquire	They can talk about key concepts explored that are common to all people (Group A concepts)	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.	Explain key concepts that are common to all people as well as those that are common to many religions & can describe some key concepts that are particular to the specific religions studied, e.g. assess whether or not people should follow certain rules
Contextualise	They can talk about the concept and is expressed in the way of life of the people studied.	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.	Can describe how concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life  Describe and sequence key	Explain how 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, e.g. speculate on what a mosque/church adds

				events	to a community
Evaluate	They can reflect on what they have learnt about others experiences in simple terms and its importance to people living a religious life.	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.	<p>Evaluate human experience of the concepts by describing their value to people &amp; through dialogue can recognise, identify and describe some issues raised.</p> <p>Why are rituals followed?</p>	<p>Evaluate concepts by explaining their value to people living a religious life by drawing on examples.</p> <p>Through dialogue discern for themselves, &amp; also identify &amp; describe in increasingly complex ways, some of the issues raised, e.g. what would a Muslim argue is the significance of identity?</p>