



Curriculum Skills Progression for Religious Education

Year R

Personal Social and Emotional Development

- Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.
- Understand what is right, what is wrong and why.
- Understand that people have different needs, views, cultures and beliefs that need to be treated with respect
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- Maintain attention, concentrate and sit quietly when appropriate.

Creative Development

- Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making and a variety of songs and musical instruments.
- Respond in a variety of ways to what they see, hear, smell, touch and feel.

Knowledge and understanding of the world

- Find out about past and present events in their own lives and in those of their families and other people they know.
- Begin to know about their own cultures, beliefs, and those of other people.

Communication Language and Literacy

- Show an understanding of the elements of stories, such as main character, sequence of events and openings and how information can be found in nonfiction texts to answer questions about where, who, why and how.
- Retell narratives in the correct sequence.
- Enjoy listening to and using spoken and written language and readily turn to it in their play and learning.
- Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.
- Use language to imagine and re-create roles and experiences.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Listen with enjoyment, respond to stories, songs and other music, rhymes and poems, and make up their own stories, songs and rhymes.

Communicate					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 are beginning to describe their own responses to the human experience of the concepts studied.	Children can describe their own responses to the human experience of the concepts studied.	Children and young people are beginning to explain their own response to the human experience of the concepts explored.	Children and young people can explain their own response to the human experience of the concepts explored.
Enquire					
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 are beginning 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 (A and 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 are beginning to 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 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

				they can describe some key concepts that are particular to the specific religions studied (C concepts).	that are particular to the specific religions studied (C concepts).
Apply					
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 are beginning to describe examples of how their responses are, or can be, applied in their own lives and the lives 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 are beginning to explain examples of how their responses to the concepts 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.
Contextualise					
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 are beginning to 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 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 are beginning to 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.	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					
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 are beginning to 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 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 are beginning to 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 begin to identify and describe in increasingly complex ways some of the issues they raise.	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 begin to identify and describe in increasingly complex ways some of the issues they raise.