



Warren Park Primary School

RE Progression Of Skills



	<i>Communicate</i>	<i>Apply</i>	<i>Enquire</i>	<i>Contextualise</i>	<i>Evaluate</i>
<i>Y1/2</i>	<p><i>Talk about own responses to experiences of the concepts explored.</i></p> <p><i>Describe in simple terms responses to experiences of the concepts studied.</i></p>	<p><i>Identify how responses relate to events in own lives.</i></p> <p><i>Identify simple examples of how responses relate to own lives and those of others.</i></p>	<p><i>Identify and talk about key concepts explored that are common to all people (Group A concepts).</i></p> <p><i>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).</i></p>	<p><i>Recognise that the concept is expressed in the way of life of the people studied.</i></p> <p><i>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.</i></p>	<p><i>Evaluate human experience of the concept and its importance to people living a religious life by talking about it in simple terms.</i></p> <p><i>Evaluate 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.</i></p>



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<i>Y3/4</i>	<p><i>Begin to describe own responses to own experiences of the concepts studied.</i></p> <p><i>Describe own responses to the human experience of the concepts studied.</i></p>	<p><i>Identify examples of how responses relate to own lives and those of others.</i></p> <p><i>Describe examples of how responses are, or can be, applied in own lives and the lives of others.</i></p>	<p><i>Begin to describe 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).</i></p> <p><i>Describe key concepts common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).</i></p>	<p><i>Begin to describe ways in which concepts are expressed in context of ways of life of people living a religious life in the religion studied.</i></p> <p><i>Describe how concepts are contextualised within some of the beliefs, practices and/or ways of life of people living a religious life in the religion studied.</i></p>	<p><i>Evaluate human experience of the concepts studied by describing their value to people who are religious.</i></p> <p><i>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.</i></p>



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	<i>Communicate</i>	<i>Apply</i>	<i>Enquire</i>	<i>Contextualise</i>	<i>Evaluate</i>
<i>Y5/6</i>	<p><i>Explain responses to own experience of the concepts studied.</i></p> <p><i>Explain own response to the human experience of the concepts explored.</i></p>	<p><i>Describe examples of how their responses are, or can be, applied in their own lives and the lives of others.</i></p> <p><i>Explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.</i></p>	<p><i>Explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts)</i></p> <p><i>Describe some key concepts that are particular to the specific religions studied (C concepts).</i></p>	<p><i>Describe how concepts are contextualised within some of beliefs, practices and/or ways of life of people living a religious life and make links to other religions studied.</i></p> <p><i>Explain how concepts are contextualised within beliefs, practices and/or the ways of life of people living a religious life in the religions studied.</i></p>	<p><i>Evaluate human experience of the concepts by describing their value to people and recognise, identify and describe some issues raised.</i></p> <p><i>Evaluate concepts by explaining value to people living a religious life using examples. Identify and describe in increasingly complex ways some of the issues they raise.</i></p>