

Skills Progression – Religious Education

	Enquire	Contextualise	Evaluate
Yr R	Talk about past and present events in their own lives and in the lives of family members.	Know about similarities and differences between themselves and others and among families, communities and traditions.	They show sensitivity to others’ needs and feelings.
Yr 1	Identify and talk about key concepts studied that are common to all human experience (group A concepts).	Recognise that the concept is expressed in the practices of the religion studied.	Evaluate the concept by talking about their importance to believers in simple terms. Identifying an issue raised by the concept.
Yr 2	Describe in simple terms key concepts studied that are common to all human experience (group A concepts). Identify and talk about concepts that are common to many religions and used in the study of religions (group B concepts).	Simply describe ways in which concepts are expressed in the context of the practises of the religions studied.	Evaluate the concept by describing in simple terms their value to believers Talk about an issue raised by the concept.
Yr 3	Describe key concepts that are common to many religions and that are used in the study of religion (group B concepts).	Describe how concepts are contextualised within some of the beliefs and practises of the religion studied.	Evaluate the concept by describing their value to believers. Identify and describe an issue raised by the concept.
Yr 4	Describe in detail key concepts that are common to many religions and that are used in the study of religion (group B concepts).	Describe in detail how concepts are contextualised within some of the beliefs and practises of the religion studied.	Evaluate the concept by describing in detail their value to believers Identify and describe in detail an issue raised by the concept.
Yr 5	Explain key concepts that are common to many religions and that are used in the study of religions (group B concepts). Describe some key concepts that are particular to the specific religions studied (group C concepts).	Explain how these concepts are contextualised within the beliefs and practices of the religions studied.	Evaluate the concept by explaining their value to believers. Identify and describe some issues raised by the concept.
Yr 6	Explain key concepts that are particular to the specific religions studied (group C concepts). Explain some connections between different concepts.	Accurately contextualise the concepts within key beliefs and practices of the religion in which they are expressed.	Evaluate the concept by explaining their value to believers. Identify and explain some important issues raised by the concept.

	Communicate	Apply	Concepts
Yr R	Say why they like some things and not others.	Talk about how they and others show feelings.	Group A concepts
Yr 1	Talk about their responses to the concept.	Identify how their responses relate to their own lives.	Group A concepts
Yr 2	Describe in simple terms their response to the concept.	Identify simple examples of how their responses relate to their own lives. Identify simple examples of how their responses relate to the lives of others.	Group A and Group B concepts
Yr 3	Describe their responses to the concept.	Describe examples of how their responses are, or can be, applied in their own live. Describe examples of how their responses are, or can be, applied in the lives of others.	Group B concepts
Yr 4	Describe in detail their responses to the concept.	Describe in detail examples of how their responses are, or can be, applied in their own lives. Describe in detail examples of how their responses are, or can be, applied in the lives of others.	Group B concepts
Yr 5	Explain their responses to the concept.	Explain examples of how their responses to the concepts can be applied in their own lives. Explain examples of how their responses to the concepts can be applied in the lives of others.	Group B and Group C concepts
Yr 6	Explain their responses to religious concepts.	Explain significant examples of how their responses do, or would, affect their own lives. Explain significant examples of how their responses do, or would, affect the lives of others.	Group B and Group C concepts

Based on 'Attainment Targets and Level Descriptions' in Living Difference the Agreed Syllabus for Hampshire, Portsmouth and Southampton.