

## RE Progression Document

	<b>Learning about religions.</b> (Knowledge and understanding of :)				<b>Learning from religions.</b> (Response, evaluation, application and questions of :)		
	<b>EYFS</b>	<b>Year 1 (KS1 skills)</b>	<b>Year 2 (KS1 skills)</b>	<b>Year 3 (Lower KS2 skills)</b>	<b>Year 4 (Lower KS2 skills)</b>	<b>Year 5 (Upper KS2 skills)</b>	<b>Year 6 (Upper KS2 skills)</b>
Enquire	<b>Talk about key concepts in the context of their own and others experience.</b>	<b>Identify and talk about</b> key concepts studied that are common to all people.	<b>Describe in simple terms</b> key concepts explored that are common to all people <b>Identify and talk about</b> concepts that are common to many religions and used in the study of religions.	Describe the key concepts that are common to all people as well as those that are common to the lives of many living a religious life.	Describe, in greater detail, the 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. Describe some key concepts that are particular to the specific religions studied.	Explain, in greater detail, key concepts that are common to all people as well as those that are common to many religions. Describe some key concepts that are particular to the specific religions studied. <b>Explain some connections</b> between different concepts.
Contextualise	<b>Know about similarities and differences between themselves and others, and among families, communities and traditions. Know that they have different</b>	<b>Recognise</b> that the concept is expressed in the way of life of the people studied.	<b>Simply describe</b> ways in which these concepts are expressed in the context of the ways of life of people living a religious life.	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.	Describe in greater detail 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.	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.	Explain in greater detail 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.

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	<b>experiences from others.</b>						
Evaluate	<b>Talk about past and present events or experiences in their own lives and in the lives of family members which relate to the concept e.g. a wedding, Christmas.</b>	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.	Evaluate the concepts by <b>describing in simple terms</b> their value to people who are religious and, by talking with others, recognise an issue raised.	Evaluate the concepts by <b>describing</b> their value to believers and by identifying and describing an issue raised. Evaluate human experience of the concepts by describing their value to people.	Evaluate, in greater detail, the concepts by <b>describing</b> their value to believers and by identifying and describing an issue raised. Evaluate human experience of the concepts by describing their value to people. By talking with others, recognise, identify and describe some issues raised.	Evaluate the concepts by explaining their value to people living a religious life by drawing on examples.	Evaluate in greater detail, the concepts by explaining their value to people living a religious life by drawing on examples. Talking 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.
Communicate	<b>Talk about or show</b> their own responses to their experiences of the concept. <b>e.g. through drawings, role play.</b>	<b>Talk about</b> their own responses to their experiences of the concept.	<b>Describe in simple terms</b> their responses to their experiences of the concept.	<b>Describe</b> their responses to their own experiences of the concept.	<b>Describe</b> their own responses to the human experience of the concepts studied.	Explain their own response to the human experience of the concepts explored.	Explain, in greater detail, their own response to the human experience of the concepts explored. Give a range of contexts.
Apply	<b>Apply learning about a concept by talking about it, creating</b>	<b>Identify</b> how their responses relate to events in their own lives.	<b>Identify simple examples</b> of how their responses relate to their	<b>Describe</b> examples of how their responses	<b>Describe and begin to explain examples</b> of how their responses	<b>Explain</b> examples of how their responses to the concepts can be	Explain a greater range of examples of how their responses to the concepts can



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	<b>something or showing understanding through play.</b>		own lives and those of others.	are, or can be, applied in their own lives and the lives of others.	are, or can be, applied in their own lives and the lives of others.	applied in their own lives and the lives of others.	be applied in their own lives and the lives of others.
<b>Key Vocabulary</b>	<b>God</b> <b>Christian</b> <b>celebration</b> <b>special</b> <b>nativity</b> <b>Jesus</b> <b>Cross</b> <b>angel</b> <b>Easter</b> <b>Christmas</b> <b>Harvest</b> <b>Church</b> <b>Bible</b> <b>believe</b>	<b>symbol</b> <b>festival</b> <b>forgiveness</b> <b>good &amp; evil</b> <b>Christianity</b> <b>religion</b> <b>belief</b> <b>welcoming</b> <b>belonging</b> <b>Holi</b> <b>Palm Sunday</b> <b>creation</b> <b>Hindu/Hinduism</b> <b>community</b> <b>worship</b> <b>protection</b> <b>Raksha Bandhan</b> <b>advent</b> <b>gospel</b> <b>rescue</b> <b>Krishna</b> <b>Janmashtami</b>		<b>faith</b> <b>obedience</b> <b>Fall</b> <b>Trinity</b> <b>Purim</b> <b>holiness</b> <b>Madonna</b> <b>Jew/Jewish/Judaism</b> <b>Torah</b> <b>freedom</b> <b>Passover (Pesach)</b> <b>Moses</b> <b>ritual</b> <b>Paschal candle</b> <b>suffering</b> <b>Good Friday</b> <b>crucifixion</b> <b>resurrection</b> <b>disciple</b> <b>Shabbat</b> <b>Hannukah</b> <b>Kingdom of God</b> <b>Pentecost</b>		<b>authority</b> <b>Mohammed</b> <b>Qu'ran</b> <b>mosque</b> <b>submission</b> <b>Five pillars</b> <b>Islam</b> <b>Muslim</b> <b>incarnation</b> <b>transformation</b> <b>Messiah</b> <b>justice</b> <b>salvation</b> <b>suffering</b> <b>sacrifice</b> <b>Empty Cross</b> <b>Ramadan</b> <b>Eid-UI –Fitr</b> <b>origin</b> <b>conflict</b>	

Please note: As we teach a two year cycle, in order to ensure progression of skills,



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**children will access different skills at different times based on their year group.**