

**Progression of skills**

RE is taught through a thematic cycle involving: **communication; application; inquiry; contextualising; evaluation.**  
 Below is the progression of skills that children should show through their work in each new unit from Year 3 until they leave us in Year 6. Year 1 and 2 objectives are used where children are working below Y3 ARE.

| KS2 Curriculum statements | Year 3   | Year 4   | Year 5   | Year 6  |
|---------------------------|--|--|--|---|
| <b>Communicate</b>        | <ul style="list-style-type: none"> <li>Express an understanding of the concepts/ words introduced.</li> </ul>  | <ul style="list-style-type: none"> <li>Express creatively and describe their response to their own experiences of the concepts/ words introduced.</li> </ul>   | <ul style="list-style-type: none"> <li>Respond creatively and begin to explain their response to their own experiences of the concepts/words introduced.</li> </ul>  | <ul style="list-style-type: none"> <li>Respond creatively to explain their response to their own experiences of the concepts/words introduced.</li> </ul>   |
| <b>Apply</b>              | <ul style="list-style-type: none"> <li>Recognise how their responses relate to events in their own and sometimes other people's lives.</li> </ul>  | <ul style="list-style-type: none"> <li>Recognise and describe how their responses relate to events in their own and sometimes other people's lives.</li> </ul>   | <ul style="list-style-type: none"> <li>Explain some examples of how their responses relate to events in their own and other people's lives.</li> </ul>   | <ul style="list-style-type: none"> <li>Explain how their responses relate to events in their own and other people's lives.</li> <li>Can link these responses to previously taught units.</li> </ul>   |
| <b>Inquire</b>            | <ul style="list-style-type: none"> <li>Describe what has been taught about the meanings of concepts/words.</li> </ul>  | <ul style="list-style-type: none"> <li>Accurately describe what has been taught about the meanings of concepts/words.</li> </ul>   | <ul style="list-style-type: none"> <li>Explain meanings of concepts/words in the traditions encountered and studied.</li> </ul>  | <ul style="list-style-type: none"> <li>Accurately explain meanings of concepts/words in the traditions encountered and studied.</li> </ul>  |
| <b>Contextualise</b>      | <ul style="list-style-type: none"> <li>Describe some variations in ways in which the concept/word is shown in lives of people encountered and studied.</li> </ul>  | <ul style="list-style-type: none"> <li>Accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied.</li> </ul>   | <ul style="list-style-type: none"> <li>Explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples</li> </ul>   | <ul style="list-style-type: none"> <li>Accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples.</li> </ul>  |
| <b>Evaluate</b>           | <ul style="list-style-type: none"> <li>Discern the value of these concepts/words in the lives of those living in the traditions encountered and studied.</li> <li>Discern possible value for their own lives and communities.</li> </ul>   | <ul style="list-style-type: none"> <li>Discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise.</li> <li>Discern possible value for their own lives and communities.</li> </ul> | <ul style="list-style-type: none"> <li>Discern the value of these concepts/words in the lives of those living in the traditions encountered, as well as recognising some of the issues this might raise.</li> <li>Discern possible value in the concepts/words for their own lives.</li> </ul> | <ul style="list-style-type: none"> <li>Discern the value of these concepts/words in the lives of those living in the traditions previously encountered and studied, as well as recognising some of the issues this might raise.</li> <li>Discern possible value in the concepts/words for their own lives and communities.</li> </ul> |
| KS1 Curriculum Statements | Year 1   | Year 2   |  |   |
| <b>Communicate</b>        | <ul style="list-style-type: none"> <li>Express creatively their response to their own experiences of the concepts/words introduced.</li> </ul>   | <ul style="list-style-type: none"> <li>Express creatively their response to their own experiences of the concepts/words introduced.</li> </ul>   |  |   |
| <b>Apply</b>              | <ul style="list-style-type: none"> <li>Recognise their responses relate to events in their own lives.</li> </ul>   | <ul style="list-style-type: none"> <li>Recognise (in a different way to Year 1) how their responses relate to events in their own and sometimes other people's lives.</li> </ul>   |  |   |
| <b>Inquire</b>            | <ul style="list-style-type: none"> <li>Recognise what has been taught about the concept/word and how they are used in the tradition studied.</li> </ul>  | <ul style="list-style-type: none"> <li>Simply describe what has been taught about how the concept/word and how it is used in the tradition studied.</li> </ul>   |  |   |
| <b>Contextualise</b>      |  |  |  |   |
| <b>Evaluate</b>           | <ul style="list-style-type: none"> <li>In simple terms children recognise something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.</li> </ul> | <ul style="list-style-type: none"> <li>In simple terms children can discern something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.</li> </ul>   |  |   |