

Potley Hill Primary School

RE – Progression of skills

RE Skills Cycle

All skills should be covered in each cycle. One step of the cycle should have an assessment focus each half term.

Progression of skills in **Communicate (To be assessed Autumn 1)**

Reception/ EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They talk and share their own experiences with support and encouragement. This could be through discussion, play and creative responses.	They can express creatively their response to their own experiences of the concepts/words introduced.	They can express creatively their response to their own experiences of the concepts/words introduced.	They can describe their own response to an experience based on a concept studied	They can express creatively as well as describe their response to their own experiences of the concepts/words introduced.	They can explain their own experience in response to concepts explored.	They can respond creatively as well as begin to explain their response to their own experiences of the concepts/words introduced.

Progression of skills in **Apply (To be assessed Autumn 2)**

Reception/ EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children explore and discuss their own ideas of experiences and listen to ideas from others.	They can recognise their responses relate to events in their own lives.	They can recognise (in a different way to Year 1) how their responses relate to events in their own and sometimes other people's lives.	They can describe examples of how their responses can be applied to others.	They can recognise and describe how their responses relate to events in their own and sometimes other people's lives.	They can explain example of concepts and how they can be applied to the life of others.	They can explain some examples of how their responses relate to events in their own and other people's lives.

Progression of skills in **Inquire (To be assessed Spring 1)**

Reception/ EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
With support, discuss key concepts explored (Group A concept)	They can recognise what has been taught about the concept/word and how they are used in the tradition studied.	They can simply describe what has been taught about how the concept/word and how it is used in the tradition studied.	They can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)	They can accurately describe what has been taught about the meanings of concepts/words.	They can explain 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 also describe some concepts related to a specific religious study (C concepts)	They can accurately explain meanings of concepts/words in the traditions encountered and studied.

Progression of skills in **Contextualise (To be assessed Spring 2)**

Reception/ EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise and describe the concept within their own lives and those of others at a simple level.	They can recognise what has been taught about the concept/word and how they are used in the tradition studied.	They can simply describe what has been taught about how the concept/word and how it is used in the tradition studied.	They can describe the ways in which 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 accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and 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.	They can accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples.

Progression of skills in Evaluate (To be assessed Summer 1)						
Reception/ EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discussing the importance of concepts in relation to others in simple terms and its importance to people living a religious life.	In simple terms they can 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.	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.	They can evaluate human experience of the concept studied by describing the value to people through dialogue and identify and describe some issues raised.	They can 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. They can discern possible value for their own lives and communities.	They can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.	They can discern 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. They can discern possible value in the concepts/words for their own lives and communities.
Progression of skills in Human experience- recognising the importance of the concept for that religious group. What would it look like?						
Reception/ EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Role play activities and circle time discussion	Circle time discussions/ pair talk of own experiences	Circle time and group recording of responses to a concept	Pair and group work exploring a concept and recorded in books	Individual reflections and whole class discussions	Detailed recordings. Individual reflections and pair discussions	Detailed recording with links to others experiences.