# Progression of skills: Subject Religious Education

| Year 1 | Year 2 | Progression for Greater Depth and Mastery |
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| **Communicate:** Children can talk about their own responses to their experiences of the concepts explored.<br>**Apply:** They can identify how their responses relate to events in their own lives.<br>**Enquire:** They can identify and talk about key concepts explored that are common to all people.<br>**Contextualise:** They can recognise that the concept is expressed in the way of life of the people studied.<br>**Evaluate:** They can 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. | **Communicate:** Children can describe in simple terms their responses to their experiences of the concepts studied.<br>**Apply:** They can identify simple examples of how their responses relate to their own lives and those of others.<br>**Enquire:** They can describe in simple terms key concepts explored that are common to all people and identify and talk about concepts that are common to many religions.<br>**Contextualise:** They can 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.<br>**Evaluate:** They can evaluate the 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 | **\*Beginning to explain the meanings behind different beliefs and practices.**<br>**\*Recognises religious symbols, words and actions. Beginning to understand they express a community's way of life.**<br>**\*Begin to ask and respond sensitively to what individuals and communities do.**<br>**\*Talk about what is important to them and to others with respect for their feelings.**<br><br>**\*Beginning to describe some of the things that are the same and different for religious people.**<br>**\*Uses religious vocabulary to describe some of the different ways in which people show their beliefs.**<br>**\*Beginning to make connections between their own experiences of belonging and those of others.**<br>**\*Can express their own ideas and opinions and recognise that there could be more than one answer.** |
| **Key questions:**<br>**Communicate:** What do we notice? What do you see here?<br>**Apply:** Has anyone else had an experience of …?<br>**Enquire:** What's the main idea here? What do we mean by …?<br>**Contextualise:** How might a ……..show this?<br>**Evaluate:** Why might … be important for … ? | **Key questions:**<br>**Communicate:** Can you/we draw/paint/make what you/we see here?<br>**Apply:** Do you think everyone thinks/feels/sees this? Is this always a good thing? What would it be like if no one experienced this? Can you think of a situation when this may be difficult?<br>**Enquire:** Do we have any questions about this idea? Why might other people see this idea in this way?<br>**Contextualise:** Do you think this would always be the case? Does everyone agree?<br>**Evaluate:** Do you think all … would think/feel the same way? What do you think about this? | |

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| Awareness of EYFS links | |
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| **Development Matters Area** | **Development Matters Statement** |
| **Making relationships** | Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. |
| **Self-confidence and self-awareness** | Understands that own actions affect other people. |
| **Understanding** | Beginning to understand why and how questions. |
| **Speaking** | Developing their own narratives and explanations by connecting ideas.  Uses language to imagine and recreate roles and experiences in their play. |
| **People and communities** | Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that makes them unique. Can talk about some of the similarities and differences in relation to friends and family. Enjoys joining in with family customs and routines. |
| **Being imaginative** | Creates simple representations of events, people and objects. |