



Shirley Infant and Junior Schools RE Progression

As a Shirley RE Inquirer, I will first consider my own experience and that of others I know. I will then explore key concepts through different religions, noting similarities and differences, and discern why these concepts hold significance for those living a religious life. Finally, I will consider how this new understanding might affect my own behaviours or beliefs. At Shirley, we believe RE plays a vital role in promoting understanding, respect and tolerance between people of different faiths and those with none.

Skills	R	1	2	3	4	5	6
Communicate		Talk about their own responses to their experiences of the concepts explored.	Describe in simple terms their responses to their experiences of the concepts studied.	Begin to own responses to the human experience of the concepts studied.	Describe own responses to the human experience of the concepts studied.	Begin to explain own response to the human experience of the concepts studied.	Explain own response to the human experience of the concepts studied.
Apply		Identify how their responses relate to events in their own lives.	Identify simple examples of how their responses relate to their own lives and those of others.	Begin to describe examples of how their responses are, or can be, applied in their own lives and the lives of others.	Describe examples of how their responses are, or can be, applied in their own lives and the lives of others.	Begin to explain examples of how their responses are, or can be, applied in their own lives and the lives of others.	Explain examples of how their responses are, or can be, applied in their own lives and the lives of others.
Enquire		Identify and talk about key concepts that are common to all people.	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.	Begin to describe 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 key concepts that are common to all people as well as those that are common to the lives of many living a religious life.	Begin to explain key concepts that are common to all people as well as those that are common to many religions and describe some key concepts that are particular to specific religions studied.	Explain key concepts that are common to all people as well as those that are common to many religions and describe some key concepts that are particular to specific religions studied.
Contextualise		Recognise that the concept is expressed in the way of life of the people studied.	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.	Begin to describe how these concepts are contextualised within some of the beliefs and/or practises and/or ways of life of people living a religious life in the religion studied.	Describe how these concepts are contextualised within some of the beliefs and/or practises and/or ways of life of people living a religious life in the religion studied.	Begin to explain how these concepts are contextualised within some of the beliefs and/or practises and/or ways of life of people living a religious life in the religion studied.	Explain how these concepts are contextualised within some of the beliefs and/or practises and/or ways of life of people living a religious life in the religion studied.
Evaluate		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 human experience of the concepts studied by describing in simple terms their value to people who are religious and through dialogue with others recognise an issue raised.	Begin to evaluate human experience of the concepts by describing their value to people living a religious life and through dialogue with others can recognise, identify and describe some issues raised.	Evaluate human experience of the concepts by describing their value to people living a religious life and through dialogue with others can recognise, identify and describe some issues raised.	Begin to evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialogue with others will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.	Evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialogue with others will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.
Skills vocabulary			<i>Describe in simple terms</i>	<i>Begin to describe</i>	<i>Describe</i>	<i>Begin to explain</i>	<i>Explain</i>