

# Kingsclere CE Primary School

## Religious Education knowledge progression across year groups

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Communicate</b>	<p>Children can talk about their experiences using simple words and phrases.</p> <p>Children can express how they feel about an experience (e.g., happy, sad, excited, worried).</p> <p>Children begin to use creative ways (drawing, role-play, simple writing) to show their responses.</p> <p>Children can share their ideas in a group with support.</p>	<p>Children can describe their responses to experiences and concepts in more detail, giving reasons for their feelings.</p> <p>Children can compare their responses to those of others, recognising similarities and differences.</p> <p>Children can use a wider range of creative methods (art, drama, extended talk, writing) to express their ideas.</p> <p>Children can talk about their experiences with increasing independence and confidence.</p>	<p>Children can describe their personal responses to concepts and vocabulary in simple sentences.</p> <p>Children can give examples from their own experiences to explain their responses.</p> <p>Children begin to use vocabulary to express feelings, thoughts, or ideas about concepts.</p> <p>Children can start to notice connections between their experiences and the ideas they are learning.</p>	<p>Children can explain their responses to concepts and vocabulary in more detail, using precise language.</p> <p>Children can reflect on why they feel or think a certain way about a concept, giving clear examples.</p> <p>Children can compare their responses with others and begin to explain similarities or differences.</p> <p>Children begin to explore how concepts and vocabulary might apply in different situations or communities.</p>	<p>Children can reflect upon their responses of key concepts.</p> <p>Children can begin to make connections between concepts, their own experiences and experiences of others.</p> <p>Children begin to give reasons, showing some understanding of how concepts may affect beliefs.</p>	<p>Children can confidently reflect and explain their responses to key concepts.</p> <p>Children can make clear connections across concepts, relating to their own experiences and experiences of others.</p> <p>Children can support their reasoning and show understanding of key concepts, making comparisons showing reflection and understanding.</p>
<b>Apply</b>	<p>Children can talk about how their feelings or responses link to events in their own lives.</p> <p>Children can give simple examples of a time when they have felt something similar before.</p> <p>Children are beginning to notice that other people may have different feelings or experiences</p>	<p>Children can identify and explain how their responses relate both to their own lives and to the lives of others.</p> <p>Children can give simple examples of similarities and differences between their experiences and those of others.</p> <p>Children show awareness that people may respond differently to the same event.</p>	<p>Children can recognise and describe how their feelings or responses connect to events or experiences in their own lives.</p> <p>Children can begin to identify similar responses in the lives of others.</p> <p>Children can give simple examples of how their responses might affect their own actions or the actions of others.</p> <p>Children can start to notice that responses can vary</p>	<p>Children can explain in more detail how their responses relate to their own lives and to the lives of others.</p> <p>Children can give clear examples of how their responses could be applied in real-life situations for themselves and for others.</p> <p>Children can reflect on similarities and differences between their responses and those of others.</p> <p>Children can begin to consider how their responses might influence</p>	<p>Children can give some examples of how their responses can be applied to their own lives and the lives of others.</p> <p>Children begin to make connections between their responses and own lives, showing some understanding of relevance.</p>	<p>Children are confident in giving clear examples of how their responses can be applied to their own lives and the lives of others. This is support by detailed reasons.</p> <p>Children can make connections and apply their responses thoughtfully, reflecting upon the impact on their lives and the lives of others.</p>

			depending on the person or situation.	their wider community or group situations		
<b>Inquire</b>	<p>Children can recall and use simple words or concepts they have been taught.</p> <p>Children can describe in very simple terms how a word or concept is used in a tradition (e.g., naming a symbol, practice, or special word).</p> <p>Children can make short, factual statements about what they have learned (e.g., "The cross is used in church").</p>	<p>Children can describe a taught word or concept with a little more detail.</p> <p>Children can explain in simple terms how it is used in the tradition studied, giving an example (e.g., "Christians use the cross as a sign to remember Jesus").</p> <p>Children can begin to show awareness that the word or concept has a special meaning within the tradition.</p>	<p>Pupils can accurately describe the meanings of concepts and words taught.</p> <p>They can identify and describe key concepts that are common to all people (e.g. friendship, belonging) as well as those that are important in the lives of many living a religious life (e.g. prayer, worship)</p>	<p>Pupils can describe and begin to explain the meanings of concepts and words taught.</p> <p>They can describe, illustrate with examples, and begin to explain why certain key concepts are common to all people (e.g. forgiveness, justice) as well as why others are significant in the lives of many living a religious life (e.g. charity, pilgrimage)</p>	<p>Children can accurately identify, describe and explain meanings of key religious concepts and vocabulary.</p> <p>Children can ask questions to explore these concepts further.</p> <p>Children began to make comparisons across concepts.</p>	<p>Children can accurately and confidently explain the meaning of new concepts and vocabulary taught. Children can express their understanding in a way of their choosing.</p> <p>Children can ask thoughtful questions in order to explore concepts further.</p> <p>Children can use evidence to support making comparisons and connections across concepts.</p>
<b>Contextualise</b>	<p>Children can recall key words and concepts they have been taught.</p> <p>Children can give a simple description of how a word or concept is used in the tradition studied (e.g., naming an object, place, or practice).</p> <p>Children make short, factual statements to show what they have learned</p>	<p>Children can describe taught words and concepts with more detail and accuracy.</p> <p>Children can explain in simple terms how the word or concept is used in the tradition studied, giving an example.</p> <p>Children begin to recognise that the word or concept holds a special meaning within that tradition.</p>	<p>Children can describe some ways in which key religious concepts or words are shown in the lives of people they have studied.</p> <p>They can identify simple links between these concepts and the beliefs, practices, or ways of life of people living a religious life</p>	<p>Children can accurately describe different ways in which key religious concepts or words are shown in the lives of people they have studied.</p> <p>They can explain how these concepts are understood within the beliefs, practices, and ways of life of people living a religious life in the religion studied.</p>	<p>Children can describe in detail a range of ways in which key religious concepts or words are shown in the lives of people they have studied.</p> <p>They can analyse how these concepts are expressed through beliefs, practices, and ways of life, and begin to compare across different groups or contexts.</p>	<p>Children can provide detailed and accurate descriptions of the ways key religious concepts or words are shown in the lives of people they have studied.</p> <p>They can evaluate and explain how these concepts are understood and expressed in beliefs, practices, and ways of life, making clear connections and comparisons across contexts.</p>
<b>Evaluate</b>	<p>Children can talk simply about why a concept or word might be important for people in a tradition.</p> <p>Children can notice how these ideas or practices can also matter in their own lives (e.g., kindness, sharing).</p> <p>Children can give very simple examples of how a value or</p>	<p>Children can describe how a concept or word has value for people within a tradition.</p> <p>Children can make links between the importance of these ideas in the tradition and in their own lives.</p> <p>Children can give examples of how these values or practices might shape life in their own community and recognise that</p>	<p>Children can describe how a concept or word are shown within the lives and religions studied.</p> <p>Children can begin to identify simple links across concepts.</p> <p>Children can talk about particular concepts are important to religious traditions and begin to make connections their own lives.</p>	<p>Children can accurately describe ways that a concept or word is shown within he lives and religions studied.</p> <p>Children can make links across concepts.</p> <p>Children can reflect on their own responses towards a particular religious tradition and make connections to their own lives.</p>	<p>Children can describe how a concept or word hold value, describing and reflecting upon the importance within a religious tradition.</p> <p>Children can ask questions and begin compare meanings across contexts.</p> <p>Children develop a deeper understanding of particular</p>	<p>Children can evaluate their own responses to a concept or word, giving clear and detailed reasons for their thoughts.</p> <p>Children can ask thoughtful questions, making comparisons across contexts using evidence from the concept being studied.</p> <p>Children demonstrate a deep understanding of the concept being studied and give</p>

	idea is used in their own community.	others may see them as important in different ways.			concepts and the importance within the religious tradition	examples of how it can shape their lives and the lives of others.
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