

St Helens Primary School

Religious Education Progression map

COMMUNICATE

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can begin to talk about my own responses to my experiences of the concepts explored.	I can talk about my own responses to my experiences of the concepts explored.	I can describe in simple terms my responses to my experiences of the concepts studied.	I can begin to describe my responses to my experiences of the concepts studied.	I can describe and give reasons for my experiences of the concepts studied.	I can begin to explain my responses to the human experience of the concepts studied.	I can explain my own response to the human experience of the concepts explored.

APPLY

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can begin to identify how my responses relate to events in my own life.	I can talk about how my responses relate to events in my own life.	I can identify simple examples of how my responses relate my own life and those of others.	I can begin to describe examples of how my responses are, or can be, applied in my own life and the lives of others.	I can describe examples of how my responses are, or can be, applied in my own life and the lives of others.	I can begin to explain how my responses can be applied in my own life and the lives of others.	I can explain how my responses can be applied in my own life and the lives of others.

ENQUIRE

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can begin to identify and talk about key concepts explored that are common to all people.	I can identify and talk about key concepts explored that are common to all people.	I 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.	I can 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.	I can 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.	I can begin to explain key concepts that are common to all people, as well as those that are common to many religions. I can begin to describe some key concepts that are specific to the religions studied.	I can explain key concepts that are common to all people, as well as those that are common to many religions. I can describe some key concepts that are specific to the religions studied

CONTEXTUALISE

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can begin to recognise how the concept is expressed the lives of people.	I can recognise how the concept is expressed the lives of people.	I can simply describe ways in which these concepts are expressed by people living within specific religions.	I can begin to describe ways in which these concepts are expressed by people living within specific religions.	I can describe and give reasons for the ways in which these concepts are expressed by people living within specific religions.	I can begin to explain how these concepts are expressed within the beliefs or practises, of people living within specific religions.	I can explain how these concepts are expressed within the beliefs or practises, of people living within specific religions.

EVALUATE

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can begin to evaluate the human experience of the concept by talking about it in simple terms. I can see the importance of the concept for people living a religious life.	I can evaluate the human experience of the concept by talking about it in simple terms. I can see the importance of the concept for people living a religious life.	I can evaluate the human experience of the concept by describing it in simple terms. I can discuss the value of the concept for people living a religious life and recognise any issues raised.	I can begin to evaluate the human experience of the concept by describing their value to people and through discussing with others can recognise, identify and describe some issues raised.	I can evaluate the human experience of the concept by describing their value to people and through discussing with others can recognise, identify and describe some issues raised.	I can begin to evaluate the concepts by explaining their value to people living a religious life, by drawing on examples. I can begin, through discussion with others be able to identify and describe in more detail some of the issues raised.	I can evaluate the concepts by explaining their value to people living a religious life, by drawing on examples. I can, through discussion with others be able to identify and describe in more detail some of the issues raised.