



# Religious Education— Progression of Skills

## Locks Heath Infant Skills



Religious Education is taught using a cycle of enquiry which encourages children to learn first to attend to their own experience of a particular concept, before enquiring into and relating this to religious and non religious ways of living. This is done through the five key areas of enquiry; communicate, apply, enquire, contextualise and evaluate.

	EYFS	Year 1	Year 2
Communicate	I can begin to talk about my own experiences related to the concepts ( e.g. celebration).	I can talk about my own experiences related of the concepts explored.	I can describe in simple terms my responses to experiences of the concepts explored.
Apply	I can begin to identify similarities and differences between mine and others life events.	I can identify how different concepts explored relate to experiences in my own life.	I can identify simple examples of how different concepts relate to my own life and those of others.
Enquire	I can begin to identify and talk about key concepts 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 that are common to all people and identify and talk about concepts that are common to many religions.
Contextualise	I can recognise and describe special times and events for family and friends	I can recognise that the concept explored is expressed in the way of life of the people studied.	I can simply describe ways in which these concepts are expressed in the context of the ways of life of others lives.
Evaluate	I can talk about traditions and what is important to myself and others.	I can evaluate experiences of concepts by talking about it in simple terms and its importance to people living in a religious life.	I can evaluate experiences of the concept by describing in simple terms their value to people who follow a religion.