

Year	Progression of Skills in RE at Tweseldown Infant School	National Curriculum Requirements
R	<ol style="list-style-type: none"> 1. Share own experiences of personal events and people close to them 2. Listen to others 3. Share their feelings 4. Share their own experiences 5. Identify what a celebration is 6. Begin to recognise how Christians celebrate events and things that are special to them 7. Begin to recognise what special means 8. Reflect on important events 9. Respond to ideas being discussed 10. Identify how their feelings about an idea being discussed relates to their own lives 11. Talk about things that are special to Christians, Hindus and Jews 	<p>Living Difference III – Children will engage with aspects of Christianity and the other religion being explored in Key Stage I</p> <ul style="list-style-type: none"> - Children will study the concepts of specialness, celebration and belonging <p>Children will complete a cycle of enquiry relating to one concept and complete this in approximately 6 – 8 hours. The concepts are; Celebrating birth (Christmas), Specialness (Jesus – special people), Celebration/new life (Easter), Special (Special clothes), Specialness (Special things)</p> <ul style="list-style-type: none"> - Children’s learning in Year R will be built upon in KS1 <p>EYFS ELG</p> <ol style="list-style-type: none"> 1. Children talk about past and present events in their own lives and in the lives of family members. 2. They know that other children don’t always enjoy the same things, and are sensitive to this. 3. They know about similarities and differences between themselves and others, and among families, communities and traditions.
I	<ol style="list-style-type: none"> 1. Communicate: children can talk about their own responses to their experiences of the concepts explored 2. Apply: they can identify how their responses relate to events in their own lives 3. Enquire: they can identify and talk about key concepts explored that are common to all people (Group A concepts) 4. Contextualise: they can recognise that the concept is expressed in the way of life of the people studied 5. 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 	<p>Living Difference III</p> <ul style="list-style-type: none"> - Children are required to study Christianity and one other religion - Children will: <ul style="list-style-type: none"> - communicate (their own and others experiences) - apply (their own and others experiences) - enquire (intellectually) - contextualise (intellectually examining the concept in a specific context eg investigating the activities of a local religious community) - evaluate (discern value for others and themselves in a way dependent on the context of the enquiry) - Children will complete a cycle of enquiry relating to one concept and complete this in approximately 6 – 8 hours. The concepts are; Specialness (Special places (Church)), Journey’s end (Nativity journeys), Remembering (Passover), Welcoming (Palm Sunday), Belonging (Belonging in Judaism), Authority (Key events in the life of Jesus) - Children’s learning in Year I will build upon the previous learning in Year R
2	<ol style="list-style-type: none"> 1. Communicate: children can describe in simple terms their responses to their experiences of the concepts studied 2. Apply: they can identify simple examples of how their responses relate to their own lives and those of others 3. Enquire: they can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts) 4. 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 5. 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 talking with others recognise an issue raised 	<p>Living Difference III</p> <ul style="list-style-type: none"> - Children are required to study Christianity and one other religion - Children will: <ul style="list-style-type: none"> - communicate (their own and others experiences) - apply (their own and others experiences) - enquire (intellectually) - contextualise (intellectually examining the concept in a specific context eg investigating the activities of a local religious community) - evaluate (discern value for others and themselves in a way dependent on the context of the enquiry) - Children will complete a cycle of enquiry relating to one concept and complete this in approximately 6 – 8 hours. The concepts are; Special (Special books), Light as a symbol (Light helps people to remember), Change (People Jesus met), Belief (Easter), Authority (The Bible), Remembering (Shabbat) - Children’s learning in Year 2 will build upon the previous learning in Year I

Progress in religious education

In RE the child or young person reveals they are making progress by being able to show their teacher they can interpret human experience in relation to religion and a religious way of looking at and existing in the world.

A scheme of work for a particular key stage, whether in the primary, secondary or special school, must be designed so that children and young people can make progress in religious education over time.

When planning with Living Difference III for a particular group of children or young people, the Living Difference III age-related expectations must be used to ensure that there is progress over time.

Evidence of children and young people's progress will be captured in a number of ways, for example through speaking and listening, drama, dialogue and discussion, as well as through a variety of different written activities.

The age-related expectations are intended to act as a guide to the assessment of children and young people's progress in religious education, whilst recognising that schools are free to develop their own assessment programmes.