

The Schools of Woolton Hill RE Skills Progression

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Concepts	<i>Experience at least one golden thread concept/word (community, belonging, special or love).</i>	Encounter, study and have the opportunity to discern value in relation to four golden thread concepts/words of community, belonging, special and love (two each year).	Encounter, study and have the opportunity to discern value in relation to four golden thread concepts/words of community, belonging, special and love (two each year).	Encounter, study and have the opportunity to discern value in relation to each of the four golden thread concepts/words of community, belonging, special and love (two each year).
Communicate	<i>Communicate or express creatively their own experiences of the concepts/words introduced.</i>	Express creatively their response to their own experiences of the concepts/words introduced.	Creatively as well as describe their response to their own experiences of the concepts/words introduced.	Respond creatively as well as begin to explain their response to their own experiences of the concepts/words introduced.
Apply	<i>Communicate and listen to others about experiences of the concepts/words introduced.</i>	Recognise how their responses relate to events in their own and sometimes other people's lives.	Recognise and describe how their responses relate to events in their own and sometimes other people's lives.	Explain some examples of how their responses relate to events in their own and other people's lives.
Inquire	<i>Express creatively or identify things linking to the concepts/words introduced.</i>	Simply describe what has been taught about how the concept/word and how it is used in the tradition studied.	Accurately describe what has been taught about the meanings of concepts/words taught.	Accurately explain meanings of concepts/words in the traditions encountered and studied.
Contextualise	<i>Communicate or express creatively what the concepts/words introduced mean to different traditions.</i>	Simply describe what has been taught about how the concept/word and how it is used in the tradition studied.	Accurately describe some variations in ways in which the concepts/word is shown in the lives of people encountered and studied.	Accurately explain the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples.
Evaluate	<i>Through circle time and role play, begin to discern something of the value of these concepts/words to themselves and others.</i>	In simple terms, discern something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.	Discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Discern possible value for their own lives and communities.	Discern the value of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise. Discern possible value in the concepts/words for their own lives and communities.