

Religious Education

The Federation of Nettlestone & Newchurch

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		I can simply describe ways in which these	I can begin to describe ways in which these	I can describe and give reasons for the ways in	I can begin to explain how these concepts are	I can explain how these concepts are expressed

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expressed the lives of people.	I can recognise how the concept is expressed the lives of people.	concepts are expressed by people living within specific religions.	concepts are expressed by people living within specific religions.	which these concepts are expressed by people living within specific religions.	expressed within the beliefs or practises, of people living within specific religions.	within the beliefs or practises, of people living within specific religions.
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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.