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| **Area of study** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Communicate** | Children can describe in simple terms their responses to their experiences of the concepts studied | Children can describe their own responses to the human experience of the concepts studied. | Children can interpret their own response to the human experience of the concepts explored. | Children can explain their own response to the human experience of the concepts explored. |
| **Apply** | They can identify simple examples of how their responses relate to their own lives and those of others. | They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others. | They can interpret examples of how their responses to the concept can be applied in their own lives and the lives of others. | They can explain examples of how their responses to the concept can be applied in their own lives and the lives of others. |
| **Enquire** | They can describe in simple terms key concepts explored that are common to all people | They 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. | Children can explain key concepts that are common to all people as well as those that are common to many religions | Children can explain key concepts that are common to all people as well as those that are common to many religions and they can describe some key concepts that are particular to the specific religion covered. |
| **Contextualise** | They can simply describe ways in which these concepts are expressed in the context of the ways of life or people living a religious life in the religion studied. | They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied. | They can interpret how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religion studied. | They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religion studied. |
| **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 dialoguing with others recognise an issues raised. | They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised. | They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. They can recognise, identify and describe some issues raised through dialogue. | They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise. |