

Coverage of RE KUS

Areas	Year One Paws, Claws and Whiskers	Year Two Scrumdiddlyumptious
Term 1:1	<p style="text-align: center;">Does God want us to look after the world?</p> <ul style="list-style-type: none"> • I can ask questions about religion. • I can explore that answers to puzzling questions. • I can use my senses to explore religion • I can use the arts to explore religion e.g. dance, art, music, drama and to communicate my imaginative responses to religion. • I can retell a religious story • I am beginning to use some religious words accurately • I am exploring what people believe about God • I am beginning to understand how key values (spiritual and moral) shape my behaviour • I can make decisions about right and wrong • I am beginning to understand concepts such as wonder, praise and thanks • I know who I am and I can discuss the type of person I am. 	<p style="text-align: center;">Is it possible to be kind to everyone all of the time?</p> <ul style="list-style-type: none"> • I can retell a religious story and discuss its meaning • I know why some stories are sacred and important in religion. • I can confidently use a range of religious words. • I understand concepts such as wonder, praise and thanks • I can reflect on how both spiritual and moral values relate to my own behaviour. • I understand I have choices and this affects my behaviour. • I can use the arts to explore religion E.g. dance, art, music drama and express my feelings, imagination and creative talent. • I can ask and respond imaginatively to puzzling questions and communicate my ideas
	<p>Year One Superheroes</p>	<p>Year Two Fire, Fire!</p>
Term 1:2	<p style="text-align: center;">What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem?</p> <ul style="list-style-type: none"> • I can retell a religious story • I am beginning to use religious words accurately • I am exploring what people believe about God. • I understand some celebrations. • I can ask questions about religion. • I can explore that answers to puzzling questions. • I can use the arts to explore religion e.g. dance, art, music, drama and to 	<p style="text-align: center;">Why do Christians believe God gave Jesus to the world?</p> <ul style="list-style-type: none"> • I can retell a religious story and discuss its meaning • I understand how and why celebrations are important • I know why some stories are sacred and important in religion. • I can discuss different religious celebrations, worship and rituals and talk about some similarities • I can confidently use a range of religious words. • I can use the arts to explore religion E.g. dance, art, music drama and express my feelings, imagination and creative talent. • I understand concepts such as wonder, praise and thanks.

	<p>communicate my imaginative responses to religion.</p> <ul style="list-style-type: none"> • I know some religious celebrations, worship and rituals and talk about what happens. • I am beginning to understand spiritual feelings such as concern, joy and sadness. 	<ul style="list-style-type: none"> • I can reflect about different religions and experiences such as worship. • I can ask and respond imaginatively to puzzling questions and communicate my ideas. • I can listen and respond to visitors from local faith communities. • I can have times of quiet reflection to explore faith.
	Year One Street Detectives	Year Two At Home and Further Away
Term 2:1	<p style="text-align: center;">Was it always easy for Jesus to show friendship?</p> <ul style="list-style-type: none"> • I can retell a religious story • I am beginning to use religious words accurately • I am beginning to explore what is important to me and I can identify some things that are important to those with a religion. • I am exploring what people believe about God. • I can make decisions about right and wrong. • I understand some ways that individuals, families and local communities can help others. • I can ask questions about religion. • I can explore that answers to puzzling questions. • I can use the arts to explore religion e.g. dance, art, music, drama and to communicate my imaginative responses to religion. 	<p style="text-align: center;">How important is it for Jewish people to do what God asks them to do?</p> <ul style="list-style-type: none"> • I can retell a religious story and discuss its meaning • I know why some stories are sacred and important in religion. • I can confidently use a range of religious words. • I understand that some people belong to other faiths and I can discuss how this makes a difference to their lives. • I understand why people identify some acts as good and others as bad. • I can ask and respond imaginatively to puzzling questions and communicate my ideas. • I can listen and respond to visitors from local faith communities. • I can have times of quiet reflection to explore faith.
	Year One Memory Box	Year Two Extreme Earth
Term 2:2	<p style="text-align: center;">Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <ul style="list-style-type: none"> • I can retell a religious story • I know some religious celebrations, worship and rituals and can talk about what happens. • I can identify some religious symbols, places of worship and actions. • I am beginning to use some religious words accurately 	<p style="text-align: center;">How important is it to Christians that Jesus came back to life after His crucifixion?</p> <ul style="list-style-type: none"> • I can retell a religious story and discuss its meaning • I know why some stories are sacred and important in religion. • I can confidently use a range of religious words. • I can identify religious symbols, places of worship and actions and suggest meanings for them.

	<ul style="list-style-type: none"> • I am exploring what people believe about God • I am beginning to understand spiritual feelings such as concern, joy and sadness • I am beginning to understand concepts such as wonder, praise and thanks. • I understand some celebrations • I can use the arts to explore religion e.g. dance, art, music, drama and to communicate my imaginative responses to religion. • I can ask questions about religion. • I can explore that answers to puzzling questions. • I can listen to visitors from local faith communities • I can use my senses to explore religion 	<ul style="list-style-type: none"> • I can ask and respond imaginatively to puzzling questions and communicate my ideas. • I understand spiritual feelings such as concern, joy and sadness. • I understand concepts such as wonder, praise and thanks. • I understand how and why celebrations are important.
	Year One Africa Oye!	Year Two Wonderful Woodland
Term 3:1	<p style="text-align: center;">Is Shabbat important to Jewish children?</p> <ul style="list-style-type: none"> • I can retell a religious story • I know some religious celebrations, worship and rituals and can talk about what happens. • I can identify some religious symbols, places of worship and actions. • I am beginning to use some religious words accurately. • I can discuss some key figures in families and faith. • I understand that some people belong to different faiths and I can show respect for their beliefs. • I am beginning to reflect about different religions and experiences such as worship. 	<p style="text-align: center;">Does going to a Mosque give Muslims a sense of belonging?</p> <ul style="list-style-type: none"> • I can discuss different religious celebrations, worship, rituals and talk about some similarities • I can identify what is important to me and I know what is important to those with a religion. • I understand people belong to different faiths and I can discuss how this makes a difference to their lives. • I can reflect on different religions and experiences such as worship. • I can recognise that religious teachings and ideas makes a difference to individuals, families and local community. • I understand why belonging is important. • I can ask and respond imaginatively to puzzling questions and communicate my ideas. • I can listen and respond to visitors from local faith communities. • I can have times of quiet reflection to explore faith.

	Year One Splendid Skies	Year Two Changes
Term 3:2	<p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <ul style="list-style-type: none"> • I can retell a religious story • I know some religious celebrations, worship and rituals and can talk about what happens. • I can identify some religious symbols, places of worship and actions. • I am beginning to use some religious words accurately. • I can discuss some key figures in families and faith. • I understand that some people belong to different faiths and I can show respect for their beliefs. • I am beginning to reflect about different religions and experiences such as worship. • I understand that people have different faiths. • I understand where and how some people belong. • I understand some celebrations. • I can ask questions about religion. • I can explore that answers to puzzling questions. • I can use my senses to explore religion • I can use the arts to explore religion e.g. dance, art, music, drama and to communicate my imaginative responses to religion. 	<p>Does completing Hajj make a person a better Muslim?</p> <ul style="list-style-type: none"> • I can retell a religious story and discuss its meaning • I know why some stories are sacred and important in religion. • I can confidently use a range of religious words. • I can discuss different religious celebrations, worship, rituals and talk about some similarities • I can identify what is important to me and I know what is important to those with a religion. • I understand people belong to different faiths and I can discuss how this makes a difference to their lives. • I can reflect on different religions and experiences such as worship. • I can recognise that religious teachings and ideas makes a difference to individuals, families and local community. • I understand how celebrations are important. • I can ask and respond imaginatively to puzzling questions and communicate my ideas. • I can listen and respond to visitors from local faith communities. • I can have times of quiet reflection to explore faith.