Lister Primary School

Coverage of RE KUS

Areas	Year One Paws, Claws and Whiskers	Year Two Scrumdiddlyumptious
Term 1:1	Does God want us to look after the world? • 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.	Is it possible to be kind to everyone all of the time? ☐ 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
	Year One Superheroes	Year Two Fire, Fire!

Term 1:2	What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem?
	
	• 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
		Why do Christians believe God gave Jesus to the world?
		
		  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.

	communicate my imaginative responses to religion. • 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.	• 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	Was it always easy for Jesus to show friendship? • 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.	How important is it for Jewish people to do what God asks them to do? • 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	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? • 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	How important is it to Christians that Jesus came back to life after His crucifixion? • 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.

	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	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	Is Shabbat important to Jewish children? 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.	Does going to a Mosque give Muslims a sense of belonging? 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	Are Rosh Hashanah and Yom Kippur important to Jewish children? • 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.	Does completing Hajj make a person a better Muslim? □ 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.