



Lister Primary School

Religious Education Progression in KUS

Knowledge	Year One	Year Two
	S.A.C.R.E: Explore a range of religious stories and sacred writings and talk about their meanings. Name and explore a range of religious celebrations, worship and rituals in religion, noting similarities where appropriate. Identify and suggest meanings for religious symbols and begin to use a range of religious words. Identify and communicate what is important to them and others, including those with religious commitments.	
	<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 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 discuss some key figures in families and faith.	<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 discuss different religious celebrations, worship and rituals and talk about some similarities.• I can identify religious symbols, places of worship and actions and suggest meanings for them.• I can confidently use a range or religious words.• I can identify what is important to me and I know what is important to those with a religion.• I know what people believe about God, humanity and the natural world.
Assessment by end of year two	<ul style="list-style-type: none">• I can use religious words and phrases to identify some features on religion and its importance for some people.• I can retell religious stories.• I can suggest meanings for religious actions and symbols.	
Understanding	S.A.C.R.E: I can identify the importance, for some people of belonging to a religion and recognise the difference this makes to their lives. Reflect on and consider religions and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness. Reflect on how spiritual and moral values relate to their own behaviour. Recognise that religious teachings and ideas make a difference to individuals, families and the local community.	



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	<ul style="list-style-type: none"> • 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 am beginning to understand spiritual feelings such as concern, joy and sadness. 	<ul style="list-style-type: none"> • I understand that some people belong to different faiths and I can discuss how this makes a difference to their lives. • I can reflect about different religions and experiences such as worship. • I understand spiritual feelings such as concern, joy and sadness. • I understand concepts such as wonder, praise and thanks.
	<ul style="list-style-type: none"> • I am beginning to understand concepts such as wonder, praise and thanks. • I am beginning to understand how key values (spiritual and moral) shape my behaviour. • I can make decisions about right and wrong. • I understand some ways that individuals, families and local communities can help others. • I understand that people have different faiths. • I know who I am and I can discuss the type of person I am. • I understand where and how some people belong. • I understand some celebrations. 	<ul style="list-style-type: none"> • 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 understand why people identify some acts as good and others as bad. • I can recognise that religious teachings and ideas make a difference to individuals, families and local community. • I can discuss some similarities between faiths. • I can discuss my uniqueness as a person in a family and in a community. • I understand why belonging is important. ☐ I understand how and why celebrations are important.
Assessment by end of year two	<ul style="list-style-type: none"> • I can begin to show awareness of similarities in religions. • I understand some questions cause people to wonder and are difficult to answer. • In relation to right and wrong, I can recognise my own values and those of others. 	
Skills	S.A.C.R.E: I can explore how religious beliefs and ideas can be expressed through the arts and communicate their responses. Ask and respond imaginatively to puzzling questions, communicating their ideas.	



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	<ul style="list-style-type: none"> • 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 the 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 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. • I can listen and respond to visitors from local faith communities. • I can have times of quiet reflection to explore faith.
Assessment by end of year two	<ul style="list-style-type: none"> • I can identify how religion is expressed in different ways. • I can ask and respond sensitively to questions about my own and others experiences and feelings. 	