

Thurlbear Primary School Religious Education Curriculum Progression Overview

Year	Key Enquiry Question	RE Knowledge: Key outcomes	Key Disciplinary Skill	Vocabulary	Key Links between units	Enrichment: Possible visits
EYFS Autumn 1	How do some Christians celebrate the natural world?	<ul style="list-style-type: none"> • Introduction to key beliefs for Christians - creation, stewardship and God. • Examples of global Christianity connected to the natural world. 	Social Sciences	Thank you Thankful Celebrate	Links to Y1 Sum1 – How should we care for the world and why?	Harvest apples Harvest service
EYFS Autumn 2	Why do some Christians perform nativity plays at Christmas?	<ul style="list-style-type: none"> • Build on understanding of some key beliefs for Christians – incarnation. • Key events and beliefs linked to the Christmas story. • Some stories change over time and that it is important for believers to return to and study the original text. 	Theology	Jesus Celebrate God Christmas	Builds on: first unit. Links to: incarnation units in year 1 and year 5	Christmas story Visit to St Mary's Church in Taunton Nativity play
EYFS Spring 1	Being special: Where do we belong?	<ul style="list-style-type: none"> • Develop their personal knowledge about their own unique identity. • Things that are special to many Christians, Hindus and Muslims and why they value these things. • Key religious symbols for Christians, Muslims and Hindus. • Welcoming ceremonies that many Muslims and Christians have for a new baby and how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan. 	Social Sciences	Muslims, Hindu, Christians, Jesus, Baptism, love, special, rakhi, welcome	Links to: yr4 How and why do people mark the significant events in life? Islam studied in further depth year 2	
EYFS Spring 2	Which symbols are special to Christians at Easter?	<ul style="list-style-type: none"> • key events in the Salvation story (from Palm Sunday until Easter Day). They will build on their exploration of signs and symbols from previous unit by exploring signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers. 	Theology	Salvation Lent Palm cross Palm leaves Hosanna Palm Sunday	Builds on: Christmas unit. Links to: Salvation units in year 2 and year 6	Making pancakes Easter Bonnet Parade Easter Service
EYFS Summer 1	Why are places of worship special?	<ul style="list-style-type: none"> • Develop their personal knowledge by reflecting upon places that are special in their own lives. • Find out about places that are holy and important for many Christians and Muslims – church and mosque. 	Social Sciences	Christians, pilgrimage, bible, Muslims, holy, church. Imam, Qu 'ran, vicar	Builds on: 'Being special.' Links to: y1 Islam and faith communities.	
EYFS Summer 2	How can stories inspire kindness?	<ul style="list-style-type: none"> • Develop their personal knowledge by considering the stories that are special to them, giving reasons for why they are special. • Encounter stories from different religious worldviews and find out about why these might be special to a believer. 	Theology	Christians, bible, Muslims, torah, believer, text, stories, jews, Qur'an,	Builds on: previous unit. Introduces non-religious worldviews. Links to: Y1 sacred texts	

Year 1 Autumn 1	What do some people believe about how the world started?	<ul style="list-style-type: none"> Christian creation story and begin to understand that some Christians believe different things about creation. They will link this with Christian concept of stewardship. Beliefs about Creation – Islam, Humanist 	Theology	Creation, God, world, belief, thank, harvest, believe, bible, Genesis, praise	Builds on: R harvest and natural world Links to: Yr1 How and why should we care for the world?	
Year 1 Autumn 2	Why does Christmas matter to Christians?	<ul style="list-style-type: none"> How Christmas is celebrated today considering which traditions are secular and which are religious. Example of global Christianity. 	Social Sciences	Christmas Incarnation Nativity Gratitude	Builds on R incarnation Links to Y5 Incarnation	Nativity Play Visit to St Mary's Church in Taunton
Year 1 Spring 1	How and why are sacred texts important to Christians and Jewish people?	<ul style="list-style-type: none"> Locally focused unit. Sacred texts for Jewish people and Christians. How can sacred texts be interpreted in different ways. This unit lays foundations for work on festivals, family life and more in depth study of the importance of the Torah in KS2. 	Theology	Synagogue, God, Jewish, Mezuzah, Shabbat, God, Torah, bible, Wells Cathedral	Builds on: R special stories Links to: family and festivals Y3, Torah Y5	
Year 1 Spring 2	What do some Christians believe God is like?	<ul style="list-style-type: none"> Key parables and stories from the bible that help Christians to learn about the nature of God. Old testament story of Jonah New testament parable of the prodigal son 	Theology	Forgiving, prodigal, worship, Ninevah, loving, father, parable, Jonah, God, Holy	Builds on: R – Y1 creation, sacred texts Links to: Y3 what is it like to follow God? Y5 Forgiveness	Spring walk Easter Bonnet Parade Easter Service
Year 1 Summer 1	How should we care for the world and why does it matter?	<ul style="list-style-type: none"> Consideration of an ethical issue – care for environment. Revise knowledge of Genesis 1 and what this account of creation tells Christian and Jewish people about caring for the world. Consider different ways in which they might care for people in the world. Consider views of non-religious people. 	Philosophy	Community, world, psalm, stewardship, love, Genesis, religious, non-religious, Christian, Jew	Builds on: R -natural world, Y1 creation. Links to: Y3 improving the world, Y4 learning from the creation story	
Year 1 Summer 2	What does it mean to belong to a faith community?	<ul style="list-style-type: none"> Build on their knowledge from Foundation Stage units and revisit knowledge from prior units about ways of life for, Christian and Jewish people, considering how members of these communities show that they belong. Learn about the role of Shabbat in Jewish families. Consider belonging in the context of a humanist worldview. 	Social Sciences	Community, Shabbat, faith, baptism, parable, wedding, humanist	Builds on: R where do we belong? Links to: Y5 – meaningful life, Y6 ethics	

Year 2 Autumn 1	What is the Good news that Christians say Jesus brings?	<ul style="list-style-type: none"> • Concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. • The calling of the disciples. • Pupils will learn about how many Christians try to follow the example and teachings of Jesus. 	Theology	Gospel Instructions Friend Peace Forgiveness	Builds on: R, Y1 Christianity knowledge Links to: Y4 What world did Jesus want? Y5 Forgiveness Y6 Freedom and Justice	
Year 2 Autumn 2	Prayer: Is it possible to talk to God?	<ul style="list-style-type: none"> • Consider why people of different worldviews pray – Christians, Muslims, Humanist reflection. • Consider difference and similarities between prayer and reflection. 	Social Sciences	Prayer Reflection Christian Humanist Muslim	Builds on: R, Y1 God, Y1 faith community, Y2 Islam Links to: Y4, 5, 6 Islam, meaningful life, ethics	
Year 2 Spring 1	Who is the prophet Muhammad and why is he important to Muslims?	<ul style="list-style-type: none"> • Systematic study of Islam, key beliefs, and ways of living for many Muslims. Builds on previous encounters in wider units. • Key Muslim beliefs about God, the teachings of the Prophet, the 5 pillars of Islam and the importance of prayer. 	Theology	Shahadah, Islam, Muslim, Muhammad prophet	Builds on: R Special places, Being special, Y1 Prayer	
Year 2 Spring 2	Why does Easter matter to some Christians?	<ul style="list-style-type: none"> • Christian concepts of God, Incarnation, Gospel and Salvation through learning about Holy week. • Christian demonstration of beliefs within celebrations and worship in church at Easter and consider what the story of Easter means for Christians today. • Example of Global Christianity. 	Theology	Salvation Sin Forgiveness Saviour Crucifixion Gospels Palm Sunday Good Friday Easter Sunday Cleansing Last Supper Resurrection	Builds on: R symbols of Easter Links to: Y6 resurrection	Visit to Church Easter Bonnet Parade Easter Service
Year 2 Summer 1	How and why are water and nature special in Glastonbury?	<ul style="list-style-type: none"> • Locally focused unit to Somerset • How and why is water significant to some people's worldview • Why is Chalice Well in Glastonbury a special place? • Why is Glastonbury Tor a special place? Pagan worldviews • Why is St Margaret's chapel a significant place? • How is Glastonbury special to Christians and other people? • What is a pilgrimage? • 	Social Sciences	Glastonbury Water Chalice Well Tor Paganism solstice	Builds on: Local unit Y1 Wells Cathedral Links to: Y6 Pilgrimage: Why are people drawn to ancient places?	
Year 2 Summer 2	Choices: Do we need rules to live by?	<ul style="list-style-type: none"> • Consideration of rules through lens of the 10 commandments for Jewish people and for Christians. • Dharma: Ganesha's race around the world • Humanist rules and choices using the story of the fox and the stork. • Reflect on own choices and rules within own worldview. 	Philosophy	Rules Commandments Choices Worldview Right/wrong	Builds on: R stories that inspire kindness, Y2 Good news of Jesus Links to: Y6 Ethics: How do we decide what is good?	

Year 3 Autumn 1	What is it like to follow God?	<ul style="list-style-type: none"> Build on knowledge the 'Big Story' of the Bible and learn about the concept of People of God within the 'Big Story'. Stories about People of God from the Old Testament in detail. Consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books 	Theology	Prophets, Abram, Noah, wedding, old Testament, Promise, Abraham, covenant,	Builds on: Prior knowledge of the concepts of Christianity from KS1 Links to: Y6 How can following God bring Freedom and Justice?	
Year 3 Autumn 2	What is the Trinity and why is it important for Christians?	<ul style="list-style-type: none"> Build on their understanding of the significance of Jesus and God to Christians by exploring what the Trinity is. Explore the concept of the Holy Spirit. How Christians understand this and what it means for them. Story of Jesus' baptism. 	Theology	Trinity Father Son Holy spirit Symbolism Baptism John the Baptist Incarnation	Builds on: Incarnation focus in KS1 Links to: Y5 What does it mean if God is both Holy and loving? Y5 Incarnation	
Year 3 Spring 1	How do festivals and family life show what is important to Jewish people?	<ul style="list-style-type: none"> Build on their knowledge about Jewish ways of life and Torah and KS1. They will recap work on Shabbat from Y2 and deepen it by considering how different Jews today mark it. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom. 	Social Sciences	Torah, Yom Kippur, Pesach, Shabbat, Rosh Hashanah, Forgiveness	Builds on: Y2 How and why are texts sacred to Jews and Christians? Y2 What does it mean to belong to a faith community? Links to: Y5 Why is the Torah so important to Jewish people?	
Year 3 Spring 2	What do Hindus believe God is like?	<ul style="list-style-type: none"> Introduction of Hindu Dharma to pupils, exploring how Hindus might see the world. Concept of Brahman and use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman. Understand how some Hindus celebrate the festival of Diwali. 	Theology	Hindu Dharma Reincarnation Ganesh Diwali, Shrine, The Vedas	Builds on: Y2 Do we need rules to live by? R Where do we belong? First main focus on Hindu Dharma Links to: Y3 Hindus local unit, Y6 Why do Hindus want to be good?	Children will perform in a retelling of the Christian Easter story at Easter time.
Year 3 Summer 1	How does living in Somerset affect how different Hindus live out their faith?	<ul style="list-style-type: none"> Locally focused unit Consider how the location someone lives may influence their worldview. Learn about how Hindus in Somerset may worship. To evaluate the place for Hindu prayer and worship for Hindu believers. To understand there is diversity in the way that people of a Hindu worldview worship. The Hindu concept of ahimsa related to Somerset. 	Social Sciences	Mandir, temple, Gods, Goddesses, Krishna, Ahimsa	Builds on: Y3 What do Hindus believe God is like? Links to: Y6 Why do Hindus want to be good? Y5 How does date help us understand religion and worldviews in our area?	
Year 3 Summer 2	How and why do people try to make the world a better place?	<ul style="list-style-type: none"> Build on what they know already about Jewish, Christian, Muslim, and non-religious worldviews. Consider what motivates many Christians, Jews, Muslims and people with non-religious worldviews to care for the world, basing their knowledge on scripture and teachings. Ethical issue – making the world a better place 	Philosophy	Tikkun Olam, Jewish, Christian, Muslim, Zakat, Stewardship, Humanist, Golden Rule	Builds on: Y1 How should we care for world? Y2 Do we need rules? Links to: Y6 Ethics: How do we decide what is good?	

Year 4 Autumn 1	What kind of world did Jesus want?	<ul style="list-style-type: none"> Build on work done in KS1 about the concept of 'Gospel' which focuses on the 'Good News' which Christians believe Jesus brings and tells the story of the life and teaching of Jesus. Learn more about the calling of the first disciples and how many Christians today try to follow Jesus. 	Theology	Obedience Covenant Ceremony Bible Jews, Christians Rules	Builds on: Y2 What is the good news that Jesus brings? Links to: Y6 How can following God bring freedom and justice?	
Year 4 Autumn 2	How do festivals and family life show what's important to a Muslim?	<ul style="list-style-type: none"> Revisit prior knowledge on Islam from EYFS and Y2 Five Pillars. Importance of prayer. Importance of the mosque in family life. Celebration of Eid at the end of Ramadan 	Social Sciences	Islam, mosque, prayer, Eid, fasting, Ramadan	Builds on: EYFS special places, Y2 Who is the prophet Muhammad and why is he important to Muslims? Links to: Y4 Islam local unit	
Year 4 Spring 1	What do Christians learn from the creation story?	<ul style="list-style-type: none"> This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Build on work done in KS1 on creation and explore key messages within it for many Christians. Further consider examples of how and why people care for the world. 	Theology	Creation Creator Fall Cultures Relationship	Builds on: Y1 What do some people believe about how the world was created? Y1 care for the world Links to: Y5 What do some people believe leads to a happy life?	
Year 4 Spring 2	How do different Muslims in Somerset show submission?	<ul style="list-style-type: none"> Locally focused unit To understand what sacred texts say about submission for Muslims. To consider how submission is seen in a local mosque. Consider the commitment of some Muslims to their local mosque. How is the belief of submission lived out in daily practises. How can submission to God be seen in the actions of Muslim charities? How would a Muslim answer the question are actions more important than words? 	Social Sciences	Prophet, Muhammad, Allah, Fasting, Qu'ran, Salah, Ramadan, Sawm, Eid, submission, mosque, charity	Builds on: Y2 Who is Muhammad and why is he important to Muslims? Y4 How do festivals and family life show what's important to Muslims? Links to: Y5 how does data help us understand the worldviews of our local area?	Visit to local mosque or visitor
Year 4 Summer 1	When Jesus left what was the impact of Pentecost?	<ul style="list-style-type: none"> Revisit and build on understanding of their Easter story from KS1 and find out about the events of Pentecost found in the Bible. Consider what it might have meant for the first Christians and what they mean for many Christians today. 	Theology	Pentecost, Holy Spirit, Disciples, Baptised, tongues, Acts, Trinity, apostles	Builds on: R, Y2 Salvation units, Y3 What is the trinity? Links to: Y5 Why do Christians believe Jesus was the Messiah?	Children will perform in a retelling of the Easter story at Easter time.
Year 4 Summer 2	How and why do people mark the significant events of life?	<ul style="list-style-type: none"> Beliefs of people from different worldviews surrounding commitment and promises. Discuss the meaning and importance of ceremonies of commitment for religious and non-religious people. Consider why people might mark significant events in life. 	Philosophy	baptism, commitment, marriage, Bar Mitzvah, Bat Mitzvah, ceremony,	Builds on: R Being Special, Y1 Faith community Links to: Y5 happy and meaningful life Y6 Pilgrimage	• .

Year 5 Autumn 1	What does it mean for Christians if God is loving and holy?	<ul style="list-style-type: none"> Learn about what many Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. Link their learning in this topic to other concepts studied in KS1 and Lower KS2 to suggest why Christians believe that God is forgiving and loving. Consider how this belief might influence the practises of some Christians. Express these differing ideas about God through artwork. 	Theology	Holy Loving Omnipotent Omniscient Eternal Psalm Prophet Spirit Sin Forgiving	Builds on: Y1 What do some Christians believe God is like? Y3 trinity Links to: Y5 incarnation Y6 Freedom and justice	
Year 5 Autumn 2	Why do Christians believe that Jesus was the Messiah?	<ul style="list-style-type: none"> Build on work done in Lower KS2 on the Trinity and learn more about the concept of 'incarnation'. Study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition and how this relates to the Jewish people of the Old Testament. Christian practises around the celebration of Christmas and those which are more secular or non-religious. 	Theology	Messiah Saviour Sins Forgiveness Gospel Prophecies Christmas Secular Religious incarnation	Builds on: KS1 incarnation units, Y3 trinity, Y1 sacred texts Jewish and Christian. Links to: further study on Christianity concept of incarnation	
Year 5 Spring 1	Why is the Torah so important to Jewish people?	<ul style="list-style-type: none"> Build on their learning about Jewish ways of life. Build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews. Understand Jewish practises around the Torah and it's teachings. 	Social Sciences	Sefer Torah, secular, Synagogue, Kosher, progressive, Orthodox,	Builds on: Y1 Jewish sacred texts, Y1 faith community - shabbat Links to: Y5 using data	
Year 5 Spring 2	Forgiveness: Is reconciliation possible?	<ul style="list-style-type: none"> Learn about the teachings of Jesus in the Sermon on the Mount – the Beatitudes, New Testament. Consider the act of forgiveness and how this is viewed by Christians through the lens of their worldview. 	Theology	Gospel, Luke, Matthew, Mark, John, reconciliation Coventry cathedral	Builds on: Y4 what kind of world did Jesus want? Links to: Y6 How do we decide what is good?	
Year 5 Summer 1	How does data help us understand religion and worldviews in our area?	<ul style="list-style-type: none"> Locally focused unit – data on worldview for Somerset and Bristol Understand what a census is. Find patterns in the data for worldviews for the UK and compare with our local area. Investigate what it means to state -non religion. Consider why some people have non-religious worldviews. Compare local worldview data to Bristol. 	Social Sciences	Theist, atheist, agnostic, pattern, trend, census, non-religious, refused to state, worldview	Builds on: previous local units, previous non-religious worldview knowledge Links to: future study into social sciences using data	
Year 5 Summer 2	What do some people believe leads to a happy and meaningful life?	<ul style="list-style-type: none"> Consideration of what a worldview is Focused study on Humanism as an example of a non-religious worldview. Humanist beliefs about the origins of the world. Humanist beliefs about right and wrong and ceremonies. Compare to other worldviews studied 	Philosophy	Humanist, non-religious, moral, Golden rule, worldview, values.	Builds on: Y4 significant event in life, prior learning on non-religious worldview Links to: Y6 Ethics	

Year 6 Autumn 1	How can following God bring freedom and justice?	<ul style="list-style-type: none"> The story of the Exodus – Old Testament Make clear connections between Bible texts studied and what many Christians believe about how God can help during difficult times and how they should behave. Revisit and build on knowledge of the ten commandments, considering why many Christians believe the People of God were given these and what they mean for believers today 	Theology	Freedom Justice Salvation Covenant Obedience Exodus Commandments	Builds on: Y2 Do we need rules? Prior learning on what God is like in KS1 and KS2 Links to: Future study on issue linked to justice.	
Year 6 Autumn 2	Hinduism Why do Hindus want to be good?	<ul style="list-style-type: none"> Build on their learning about the Hindu worldview and way of life. They will build on their understanding of dharma, investigate the key concepts of Karma, Dharma and samsara and how these might affect how a Hindu chooses to live their life using the example of two charities. 	Social Sciences	Dharma, samsara, reincarnation, atman, duty, karma, moksha, brahman, ahimsa, deity	Builds on: Y3 What do Hindus believe God is like? Y3 Hindu local study Links to: Future study on Dharmic religion	
Year 6 Spring 1	Pilgrimage: why are people drawn to ancient places?	<ul style="list-style-type: none"> Learn about how Iona as an example of ancient and modern Christian pilgrimage. Learn about the River Ganges and the Khumb Mela as an example of Hindu pilgrimage. Revisit and build on knowledge about Glastonbury as a site of pilgrimage for Christianity and pagan spiritual worldviews. 	Social Sciences	Pilgrimage Khumb Mela River Ganges Iona Journey Glastonbury Paganism	Builds on: Y2 local unit on Glastonbury Y3 What do Hindu's think God is like? Y6 Why do Hindus want to be good? Links to: Future study on journeys and pilgrimage	
Year 6 Spring 2	What difference does the Resurrection make for some Christians?	<ul style="list-style-type: none"> Continue to study the 'big story' of the Bible, explaining the place of incarnation and salvation. Through studying accounts of Jesus' death and resurrection and comparing their thoughts with the different ways that Christians may interpret these texts. They will explore how Christians put their beliefs into practice in different ways. 	Theology	Resurrection Sacrifice Salvation Crucifixion Messiah Hope	Builds on: Salvation units in YR and Y2, Y5 Why do Christians believe Jesus was the Messiah? Links to: Future study on Christianity key concept Salvation	
Year 6 Summer 1	Creation and Science: conflicting or complimentary?	<ul style="list-style-type: none"> Build on what they have previously learn about the importance of creation within the 'Big Story' of the Bible for Christians. Revisit and study Genesis 1 and find out about how different Christians may interpret this text in different ways Explore whether it is conflicting or complementary with what science says. 	Philosophy	Big Bang Evolution Creator Sabbath Holy The Word Image of God	Builds on: Y1 What do some people believe about how the world started? Y4 What do Christians learn from the creation story? Links to: Future study exploring philosophical questions	
Year 6 Summer 2	Ethics: How do we decide what is good?	<ul style="list-style-type: none"> Ethical issue – what is right and wrong? Discuss what is meant by Ethics. Explore how Christians, Muslims and Humanists decide what is right and wrong. Consider own definition of what is a good life. 	Philosophy	Ethics Right wrong Moral choices	Builds on: Y2 do we need rules? Links to: Future study in area of ethics.	