

## Throston whole school Religious Education progression

Early years has an emphasis on exploration, all units are called 'Let's find out about...'

Key Questions: Nursery

Let's find out about Harvest.

Let's find out about Divali.

Let's find out about the Christmas story.

Let's find out about the Bible.

Let's hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm).

Let's find out about the Easter Story

Let's find out about Christian baptism.

Let's find out about Raksha Bandhan.

Key Questions: Reception

Let's find out about Harvest in a church.

Let's find out about Shabbat.

Let's find out about the Christmas story.

Let's find out about Christmas celebrations in churches.

Let's find out about holy books (eg the Qur'an, the Torah, the Guru Granth Sahib).

Let's hear some stories Jesus told (Lost Sheep, Lost Coin).

Let's find out about Easter celebrations in churches.

Let's find out about special buildings and how people worship there (eg mandir, church, synagogue, Buddhist rupas).

ELG: People, Culture and Communities : Children know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

ELG: Self-Regulation: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

## Year 1 Principal Religions Christianity & Hinduism

### Key Questions:

What can we learn about Christianity from visiting a church?

What do Christians believe about God?

Why are gifts given at Christmas?

Why is Jesus special to Christians?

What is the Easter story?

What do Hindus believe about God?

How do Hindus worship?

How do Hindus show belonging?

### Knowledge and Understanding

Have simple knowledge of some of the beliefs, teachings/stories and practices of specific religions studied, using simple technological vocabulary.

Have simple knowledge of why these beliefs and practices may be important to people.

### Critical Thinking

In response to the material, they learn about, pupils can raise questions and complete enquiries about them.

## Year 2 Principal Religions Christianity & Hinduism

Key Questions:

What can we learn about our local faith communities?

How do Hindus celebrate Divali?

How and why is light important at Christmas?

Why is the Bible special to Christians?

How do Christians celebrate Easter?

What does it mean to belong to Christianity?

What can we learn about the story of St Hild?

### Knowledge and Understanding

Have simple knowledge of some of the beliefs, teachings/stories and practices of specific religions studied, using simple technological vocabulary.

Have simple knowledge of some of the similarities and differences between and within the religions and non -religious worldviews they learn about.

### Critical Thinking

In response to the material, they learn about, pupils can raise questions, express their opinion and back them up with simple reasons.

Year 3 Principal Religions Christianity & Sikhism

Key Questions:

What do Sikhs believe about God?

Why are the Gurus inspirational to Sikhs?

How and why is Advent important to Christians?

What can we learn about Christian worship and beliefs by visiting churches?

What do Christians remember on Palm Sunday?

Why do Sikhs go to the Gurdwara?

How do Sikhs show commitment and belonging to the faith?

Knowledge and Understanding

To be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied.

Identify some patterns between or within religions (a range of religious and non- religious worldviews) by comparing similarities and differences.

Critical Thinking

In response to material, they learn about, pupils can raise questions and express their opinions.

Year 4 Principal Religion Christianity

Key Questions:

What do we know about the Bible and why is it important to Christians?

Why do Christians call Jesus the light of the world?

What do Christians believe about Jesus?

Why is Lent such an important period for Christians?

How and why do people show care for others?

Why do people visit Durham Cathedral today? (or other local places with significance for Christians)

Knowledge and Understanding

To be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied.  
Begin to form a framework of connections between these concepts by making some links between them.

Critical Thinking

In response to material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons.  
*Plausible = reasonable or probable without necessarily being so persuasive.*  
They recognise that others may think differently and have different opinions.

Year 5 Principal Religions Christianity & Islam

Key Questions:

What do Muslims believe about God?

Why is Muhammad important to Muslims?

Why do Muslims go to the mosque?

What are the themes of Christmas?

What do Christians believe about God?

Why is the Last Supper so important to Christians?

How do Muslims show their faith through actions?

What can we learn about religious diversity in our area?

Knowledge and Understanding

Have knowledge of the diversity of religious and non-religious worldviews within the local, national and global context, and show understanding of similarities and differences between them.

Have more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious world views.

Critical Thinking

In response to the material, they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up.

Year 6 Principal Religion Christianity

Key Questions:

Why do people use rituals today?

What do the gospels tell us about the birth of Jesus?

How and why do people care about the environment?

Why are Good Friday and Easter Day the most important days for Christians?

So, what do we now know about Christianity?

**Statutory Bridging Unit**

Knowledge and Understanding

Have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews, using wide ranging technical vocabulary.

Critical Thinking

In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up.

Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of the argument)

*Sound= reliable, competent.*

Whole school approach to Christmas and Easter

Christianity

Other core religions

Diversity unit

Thematic unit