



Thornhill Primary School RE Progression of Knowledge



‘Learning to respect others and gain a broader understanding of views and beliefs’

Intent

At Thornhill Primary School, our aim is to develop confident and curious learners who are motivated and enthusiastic to explore world issues and develop an understanding of a range of faiths, views and beliefs beyond our local area. Children at Thornhill learn about and from religious beliefs. They appreciate and celebrate the similarities and differences between Christianity and other principal religions through gaining a deep knowledge and understanding of their teaching and practices. Our R.E. curriculum aims to give children the knowledge, understanding, critical thinking skills, open-minded and respectful attitude with which to investigate the world of religion and to prepare them to be able to make their own decisions in the future about what religion means to them.

Implementation

Children at Thornhill Primary School follow the Living Difference IV curriculum which uses three broad, and at times overlapping, groups of concept/words which assist with the making and organising of the spiral curriculum. This ensures that material encountered and studied by the children is well sequenced, connected and revisited over time. There are 3 groups of concepts, A - being common to all people, B - concepts are shared by many religions and C - concepts are distinctive to particular religions. All children will study Christianity throughout their years at Thornhill alongside Hinduism (Year 1 and 2), Judaism (Year 3 and 4) and Islam (Year 5 and 6). These concepts are highlighted in the table below to show the progression of concepts from Year R to Year 6.

Key Threads

A concepts

B concepts

C concepts

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Celebration Special New Life Belonging Changes	Celebration Love, Precious Welcoming Creation, Special	Light Waiting Special Love Remembering God	Identity Holy Authority Remembering Ritual Temptation	Community & Belonging Faith Justice Authority Remembering Symbol	Belonging Imagery Community Sacred (Places) Symbol Peace	Divine/Special/Leadership Interpretation Love Sacrifice Ritual Stewardship

Year Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years		Birthdays – Jesus’ Birthday Concept - Celebration	Jesus- special people Concept - Special	Signs of new life (chicks) Concept – New life	All about me Concept - Belonging	People Jesus Met Concept - Changes
Year 1	Harvest Concept - Celebration	The Nativity Story Concept - Love	Water – Hinduism Concept - Precious	Palm Sunday Concept - Welcoming	Creation Stories (Hinduism) Concept - Creation	Special Books The Bible Concept - Special
Year 2	Nature and God Concept - Nature	Diwali (Hinduism) Concept – light as a symbol	Special Places Hindu Temple / Church Concept - Special	Easter Concept - Love	Belonging- festival of Holi Concept - Remembering	Ideas about God Concept - God
Year 3	Purim Concept - Identity	Mary Mother of God Concept - Holy	Key events in the life of Jesus. Concept - Authority	Passover Judaism Concept - Remembering	What is a ritual and how is this different from a routine? Concept - Ritual	Making Choices Concept - Temptation
Year 4	What is a community and what makes us feels like we belong? Concept - Community	Christmas - The annunciation (Visit of the Angel Gabriel). Concept - Faith	Stories of Justice from more than one religion. Concept - Justice	Torah – Synagogue Judaism Concept - Authority	Shabbat Judaism Concept - Remembering	Flight Concept - Symbol
Year 5	Shahadah and Salat Islam Concept - Belonging	Angels Concept – Imagery	Community – Umma – 5 pillars of Islam Concept - Community	Places of worship Concept - Sacred	Trees as a symbol Concept - Symbol	Revelation of the Qu’ran Concept - Peace
Year 6	Was Jesus an effective leader? Concept - Leadership	The 2 birth narratives Concept - Interpretation	Agape – love in the community Concept - Love	Easter – Key events Concept - Sacrifice	Wudu and Eid al Fitr Concept - Ritual	Creation Concept - Stewardship

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years		<u>Birthdays – Jesus’ Birthday</u> Children will learn how the birth of Jesus is an important celebration for Christians.	<u>Jesus- special people</u> Children will learn that Christians believe that Jesus is a very special person because they believe he is God’s son	<u>Signs of new life (chicks)</u> Children will learn that eggs are a sign of new life, and they are symbolic to Christians.	<u>All about me</u> Children will learn some similarities and differences between different religious and cultural communities in this country	<u>People Jesus Met</u> Children will learn about different changes in peoples lives and how this affects them
Year 1	<u>Harvest</u> Children will learn the importance of celebration in their own and others’ lives.	<u>The Nativity Story</u> Children will learn that the end of some journeys are important.	<u>Water – Hinduism</u> Children will learn how Christians show that water is precious when it is used in special ways	<u>Palm Sunday</u> Children will learn the importance of welcoming and specifically for Christians on Palm Sunday	<u>Creation Stories (Hinduism)</u> Children will learn the meaning of creation and how it is important in the Christian and Hindu religions.	<u>Special Books The Bible</u> Children will learn how and why books can be special to themselves and others
Year 2	<u>Nature and God</u> Children will learn how nature is important across religions	<u>Diwali (Hinduism)</u> Children will learn how light is a symbol especially in the Hindu religion.	<u>Special Places Hindu Temple / Church</u> Children will learn the importance of the Hindu Mandir and know it is a special place for Hindus.	<u>Easter</u> Children will identify the feelings of sadness and happiness and hoe they are significant in the East story.	<u>Belonging- festival of Holi</u> Children will use their knowledge of remembering and relate it to the Hindus remembering their god during the festival of Holi.	<u>Ideas about God</u> Children will learn the concept of God and how this concept is expressed in Christianity and Hinduism
Year 3	<u>Purim</u> Children will learn that Purim is a Jewish festival that takes place each year in the Spring.	<u>Mary Mother of God</u> Children learn about the meaning of holy and how Christians believe Mary is <i>holy</i>	<u>Key events in the life of Jesus.</u> Children will learn how authority affects their lives and the importance of Jesus’ authority to Christians.	<u>Passover Judaism</u> Children will learn the meaning of remembering in their own lives and the ways in which Jews remember the Passover story.	<u>What is a ritual and how is this different from a routine?</u> Children will explore the concept of rituals and how food has become an important part of rituals in both Christian and Hindu festivals	<u>Making Choices</u> Children will learn about temptation and how Christians believe that Jesus was tempted
Year 4	<u>What is a community?</u> Children will learn about communities and how they can make people feel a sense of belonging.	<u>Christmas - The Annunciation</u> Christians believe that Jesus was the son of God, and the Annunciation story is important in underpinning this belief.	<u>Stories of Justice from more than one religion.</u> Children will learn that Jews, Christians and Muslims all share the same belief - God is Just	<u>Torah – Synagogue Judaism</u> Children will learn the significance of the Jewish holy book The Torah and how it is important to the Jewish people.	<u>Shabbat Judaism</u> Children will learn that Jews and Christians celebrate Shabbat and Sunday because it is important for them to remember God.	<u>Flight</u> Children will learn how flight as a symbol is expressed in different religious stories

Year 5	<u>Shahadah and Salat Islam</u> Children will learn that there are many practices and beliefs that help Muslims belong to their religion.	<u>Angels</u> Children will learn the importance of angels in the Christmas story and the value of them to Christians	<u>Community – Umma – 5 pillars of Islam</u> Children will learn the importance and relevance of umma (community) to Muslims.	<u>Places of worship</u> Children will learn the significance of sacred places to different people.	<u>Trees as a symbol</u> Children will learn why a tree has been used as a symbol in many ways especially in religion.	<u>Revelation of the Qu’ran</u> Children will learn the value of peace by exploring the value to Muslims and themselves.
Year 6	<u>Was Jesus an effective leader?</u> Children will learn that Christians believe Jesus is a leader above all others and a role model for them.	<u>The 2 birth narratives</u> Children will learn that the gospel writers interpreted the story of Jesus in a way that highlighted what was important to them as a writer	<u>Agape – love in the community</u> Children will learn that agape refers to Christian love and the concept is very important to Christians.	<u>Easter – Key events</u> Children will learn to explain a personal sacrifice and how sacrifice is expressed within the Christian story.	<u>Wudu and Eid al Fitr</u> Children will further their knowledge of rituals and explore the need for rituals carried out in the Muslim Wudu and Eid al Fitr.	<u>Creation</u> Children will learn how stewardship can be applied in their own and others lives.

Progression of Knowledge and Skills

Each year group should understand and use the terms linked to the enquiry cycle. The enquiry cycle consists of 5 areas: **Communicate, Apply, Inquire, Contextualise** and **Evaluate**. They should also understand and use the term **concept**. This vocabulary should be used throughout every RE unit in all year groups. Children must also be taught the vocabulary for each concept taught within their year group. These are listed below

Year R	Communicate				
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Progression of Skills in the Early Years Foundation Stage. Each unit of work for RE in a Reception class will be an enquiry into the children's experience of a concept and link strongly to the EYFS characteristics of learning	Years 1 and 2	Year 3	Year 4	Year 5	Year 6
	Children can express creatively their response to their own experiences of the concepts studied	Children can express creatively as well as begin to describe their response to their own experiences of the concepts/ words introduced	Children can express creatively as well as describe their response to their own experiences of the concepts/ words introduced	Children can begin to respond creatively as well as begin to explain their response to their own experiences of the concepts/ words introduced	Children can respond creatively as well as explain their response to their own experiences of the concepts/ words introduced
1. Share experiences of personal events and people close to them	Apply				
	Years 1 and 2	Year 3	Year 4	Year 5	Year 6
2. Listen to others	Children can recognise how their own responses relate to events in their own and sometimes other people's lives	Children can recognise and begin to describe how their responses to the concept relate to events in their own lives	Children can recognise and describe how their responses relate to events in their own and sometimes others' lives	Children can explain some examples of how their response to the concept relates to their lives and the lives of others	Children can explain examples of how their responses to the concepts relate to their own lives and the lives of others
3. Share their feelings					
4. Share their own experiences					
5. Identify what a celebration is	Inquire				
	Years 1 and 2	Year 3	Year 4	Year 5	Year 6
6. Begin to recognise how Christians celebrate events and things that are special to them	Children describe what has been taught about the concept	Children can begin to accurately describe what has been taught about the meaning of concepts taught. (A concepts)	Children can accurately describe what has been taught about the meaning of concepts taught. (A and B concepts)	Children can begin to accurately explain meanings of concepts in the traditions encountered and studied. (A, B and C concepts)	Children can accurately explain meanings of concepts in the traditions encountered and studied. (A, B and C concepts)
7. Begin to recognise what special means	Contextualise				
	Years 1 and 2	Year 3	Year 4	Year 5	Year 6

8. Reflect on important events	Children can simply describe what has been taught about the concept and how it is used in the tradition studied	Children can begin to accurately describe some variation in ways in which the concept is shown in lives of people encountered and studies	Children can accurately describe some variation in ways in which the concept is shown in lives of people encountered and studies	Children can begin to accurately explain the way the concepts in the traditions encountered and studied impact the lives of those in the traditions with some examples	Children can accurately explain the way the concepts in the traditions encountered and studied impact the lives of those in the traditions with examples
9. Respond to ideas being discussed					
10. Identify how their feelings about an idea being discussed relates to them					
	Evaluate				
	Years 1 and 2	Year 3	Year 4	Year 5	Year 6
	Children can, in simple terms, discern something of the value of these concepts in the lives of those living in the traditions studies as well as for their own lives and communities	Children can discern and describe the value of these concepts in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. They can discern possible value for their own lives and communities	Children can discern and describe the value of these concepts in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. They can discern possible value for their own lives and communities	Children can discern the value of these concepts in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise. They can discern possible value in the concepts for their own lives and communities	Children can discern the value of these concepts in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise. They can discern possible value in the concepts for their own lives and communities