



Thursby Primary School

Whole School Overview – RE



Below is an overview of the learning focus for each half term in each class. Class teachers may choose to adapt the learning focus to suit their class but must ensure full coverage.						
2026 - 2027	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 Nursery and Reception	Christianity Reflect on special people: families, friends, role- models and Jesus (performing miracles). Judaism Talk about school rules. Moses (role-model for Jews) and the Ten Commandments.	Christianity The Christmas Story: shepherds and wise men. Giving, saying Thank you and celebrating.	Sanatana Dharma Reflect on different celebrations: New Year Chinese New Year Persian New Year (Nowruz) Holi (Sanatanis Festival of Colours)	Christianity Easter and new beginnings: Signs of Spring Easter celebrations – Palm Sunday and the Last Supper.	Christianity, Islam, Sanatana Dharma and Sikhi Story time: What we can learn from different stories?	Christianity, Islam and Judaism Reflect on Special places: What and why places are special? Our homes, world, churches, mosques and synagogues
Key Vocabulary	Please see Progression of Skills document.	Please see Progression of Skills document.	Please see Progression of Skills document.	Please see Progression of Skills document.	Please see Progression of Skills document.	Please see Progression of Skills document.
Class 2 Year 1 and 2	Christianity <i>Is it possible to be kind to everybody all of the time?</i> Jesus's example as the Son of God, Zacchaeus.	Christianity <i>Why do Christians believe God gave Jesus to this world?</i> <i>Christmas – Jesus as a gift from God (incarnation).</i>	Sanatana Dharma <i>Who is God to Sanatanis (Hindus)?</i> Brahman as one supreme being in everything and everywhere. The Trimurti and what each aspect of Brahman represents. The Sanatani belief is that there is one God in many different forms and how these deities are present in Sanatani beliefs and worship.	Christianity <i>How important is it to Christians that Jesus came back to life after his crucifixion?</i> Salvation, God the Son – continuation of introduction to the Trinity.	Sanatana Dharma <i>What might Sanatanis (Hindus) learn from the story of Rama and Sita and the celebrations of Diwali?</i> The story of Rama and Sita, what a Sanatani might learn from it and how it informs some elements of Sanatani practice.	Humanism <i>What do Humanists believe?</i> Introduction to what Humanists may believe including the Golden Rule, basic beliefs and the use of the Happy Human symbol.
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Class 3 Year 3 and 4	Islam <i>Does praying at regular intervals help a Muslim in their everyday lives?</i> Looking at the importance of Prayer (Salat/Salah) and prayer times, why Muslims might pray, prayer at home and at the mosque, story of the Night Journey,	Christianity <i>What is the most significant part of the nativity story for Christians today?</i> Revisiting the Christmas story with a focus on the symbolism of different parts and how they might be meaningful in different ways to different	Islam <i>Does completing a pilgrimage make a person a better Muslim?</i> Exploring Pilgrimage - preparations for visiting Makkah, clothes worn and actions taken there, conditions for pilgrimage to	Christianity <i>Is forgiveness always possible for Christians?</i> Revisiting the Easter story with a focus on the teaching of Jesus about forgiveness (7x70 times) and the people that Jesus forgave (Peter and the people who crucified him and were crucified with him).	Islam <i>What is the best way for a Muslim to lead a good life?</i> The importance of the Pillars, belief in life after death and the role of the two angels and the judgement of Allah, teachings from the Qur'an and Hadith, Zakat, Sadaqah, fasting during Ramadan.	Humanism <i>What motivates Humanists to lead good lives?</i> Humanists beliefs on how the world began and why it is important to look after it, using the example of Humanist Climate Action.



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	preparations for prayer, some of the 99 names of Allah, and the impact of prayer on the life of a Muslim.	people, including the use of the Christingle.	Makkah, impact on life of a Muslim.			
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Class 4 Year 5 and 6	Islam <i>What is the best way for a Muslim to show commitment to God?</i> The importance of prayer, helping the poor and needy, purification of wealth, Ramadan, importance of Allah in the life of a Muslim and why they would want to show Allah respect and commitment.	Christianity <i>Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?</i> Incarnation looking at how celebrations today do or do not directly relate to the birth of Jesus as the basis of Christmas.	Islam <i>How is the Qur'an vital to Muslims today?</i> To look at the important events during the Night of Power and the giving of the Qur'an, actions a Muslim might take to show respect to the Qur'an and why, sayings from the Qur'an and understanding that there may be different interpretations.	Christianity <i>Is Christianity still a strong religion over 2000 years after Jesus was on Earth?</i> Festivals and celebrations, symbols and Christian organisations, ways in which Christianity is influencing lives today with its impact on people round the world and in this country.	Islam <i>Does belief in Akhirah (life after death) help Muslims lead a good life?</i> To explore the interpretations of what the Qur'an says about life after death (Aakhirah), actions a Muslim might take as Jihad, greater and lesser Jihad, how believing in Akhirah influences Muslims in their lives today.	Humanism <i>How do inspirational people impact on how Humanists live today?</i> Humanist role models and how they impact on actions a Humanist might take.
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