



Religious Education Learning Journey

Intent, Implementation and Impact

Vision: Our community is inspired by our Christian Values to enable all to flourish in mind, body, heart and spirit.

Intent

All areas of our curriculum are underpinned by our Gospel values and we ensure that our curriculum makes links to these values. At the heart of each subject is a set of core skills which form a subject learning journey, this journey is built from EYFS through to year 6 and the skills are progressive as you move through the school. Knowledge is communicated to ensure coverage of the National curriculum and it is through this knowledge that children apply their skills.

Children at St Giles' and St George's leave with a secure knowledge of both the academic knowledge and skills needed for the next stage of their education. They will have developed a clear set of Christian and moral values which they can apply in all areas of their lives and will have taken part in real-life experiences, which will have raised their aspirations and given them a thirst for wisdom and knowledge.

The intention of the St Giles' and St George's Religious Education learning journey is to ensure that the teaching is rich, varied and inspiring to enable children to explore big questions, reflect critically and develop the skills to analyse, interpret and apply biblical text. As a school, we strive to provide our children with many opportunities for them to learn about a range of Religions but also to promote Christian values and a curriculum that is inspired by the life and example of Jesus Christ.

As a result of an excellent Religious Education curriculum we want our children to:

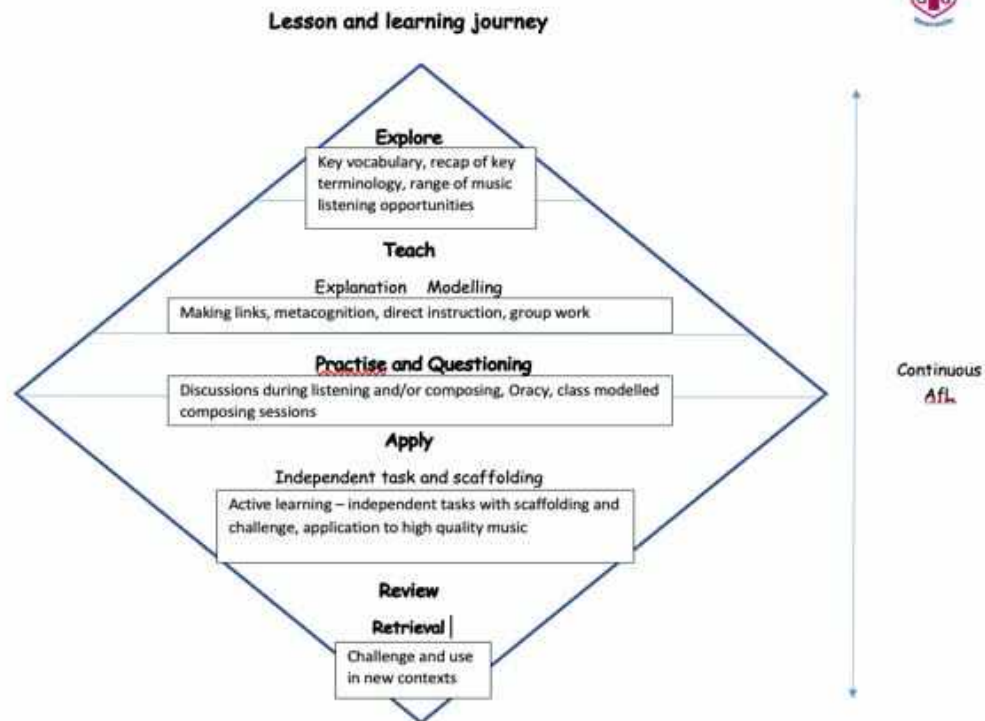
- Understand Christianity as a Global living faith
- Become Courageous Advocates, making reasoned and well informed judgments about religious and moral issues, enabling them to problem solve ways to combat prejudice and social injustice (bringing light to the darkness)
- Understand the Big Story (God's salvation plan) and the big ideas in Christianity (the concepts)
- Positively engage with their religion and use this to make a positive impact on their friends, families and the local and wider communities
- Have an understanding, respect and tolerance for other people's faiths and beliefs and the difference it makes to their lives, deepening their understanding of the world and their own experience within it
- Leave primary school as well rounded individuals with a respect and appreciation for their own religion, beliefs, morals as well as those of others using our school vision **HE SET MY FEET ON A ROCK AND GAVE ME A FIRM PLACE TO STAND (PSALM 40 V. 2)**

Implementation

St Giles' and St George's Religious Education learning journey combines aspects from the Understanding Christianity and Discovery RE schemes to enable a balanced curriculum that teaches Christianity and other World Religions. Throughout the journey from nursery to Year 6, we follow a spiral curriculum to ensure progression of knowledge and skills. Children will experience a Religious Education based educational visit or workshop each year to support their learning. Our curriculum also supports children to become

Courageous Advocates. Children will learn about different Christian Charities and engage in community outreach projects. These links are identified on the RE curriculum overview.

Religious Education is taught for 1.5 hours each week, each new unit of learning is introduced through a key question. To check the current knowledge and understanding of the topic, children are asked to answer (in the form of a mindmap or written response) what they currently know about the key question. The responses will be used to support the planning for the unit. Children are then introduced to the key knowledge which will be shared during the unit in the form of a knowledge organiser that the children will have in their exercise book to refer to. The knowledge organiser will also be shared at the start and end of each lesson with key knowledge for each lesson highlighted. From this point children are taught 6 lessons of Religious Education in each unit that are separated into *'Engagement (one lesson), Investigation (three lessons), Expression (one lesson) and an Evaluation (one lesson)*.



During each lesson, activities are varied for all learning styles and are differentiated where appropriate. Assessment and feedback will focus on misconceptions and next steps for learning using on-the-spot pink pen and pre-planned 'Next Steps' to support and challenge learning. At the end of each unit of learning, children will be asked the unit's Key Question again and, using the 'windows, mirrors and doors' approach, they will answer the question in a written response that should reflect what they have learnt, how it has impacted them personally and what they will take on board for the future. In EYFS and KS1, groups of children or the whole class may do this together,

whereas in KS2, children will complete this independently using prompts.

In Religious Education, work is recorded through the use of exercise books. Children should record a pre-assessment (key question answer). Work for each lesson should then be included before the end of unit assessment (key question answer) and the assessment framework for the lesson, which is highlighted by the teacher. This should make a 'sandwich' of learning that children will be able to use to talk about their learning journey.

Impact











In addition to the outcomes shown on our curriculum tree, the impact of the St Giles' and St George's Religious Education Learning Journey is that children will have the ability to:










- Develop an understanding, respect and tolerance for a range of World Religions
- Develop an appreciation of their faith and fulfil their God-given talents
- Achieve well in RE, this will be reflected in good or outstanding progress that reveals a clear learning journey. Children will be able to talk enthusiastically about their learning in RE and are eager to further their learning in the next stages of their education
- Be confident, resilient and actively engaged in the wider society, taking on their role as Courageous Advocates
- Show compassion, justice, love and forgiveness in their relationships with others
- Confidently use skills such as retelling, describing, comparing, giving reasons, explaining the meaning of biblical stories and considering the impact of beliefs
- Reflect and consider important questions about Religious Education












Formative assessment takes part in each lesson and misconception and next steps of the focus for feedback. Summative assessment is completed for each child at the end of each unit using the assessment framework. A best fit approach to statements achieved results in an end of year summative grade using each child's work and the teacher's half-termly assessment to support this. The impact of the RE curriculum is monitored through pupil/staff/parent voice, work scrutiny and teaching and learning observations.












Religious Education Overview

Two different resources which complement each other are used. Understanding Christianity and **Discovery RE** which focuses on other religions

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS 1	Create and post Christmas cards to nursing homes		God How can we care for our wonderful world? How can we care for our world? 	Easter/Salvation What is Easter? (Christianity) What does God look like? 	Stories What can we learn from stories? (Child-lead) (Christianity) What makes me sad? 	Special Places What makes places special? (Child-lead) (Christianity) What is important to me? 
EYFS 2	Special People What makes people special? (Christianity/ Jewish World Views) Why are people different?  Singing and delivering Christmas cards to Coopers Croft	Incarnation Why do Christians perform nativity plays at Christmas? What does God look like? 	Celebrations How do people celebrate? Hindu World Views What is your favourite season? 	Salvation Why do Christians put a cross in the Easter garden? What makes a good friend? 	Stories What can we learn from stories? (All religions) What is important to me? 	Special Places What makes places special? (All religions) Where is your special place?  Visit St Giles' Church

<p>Year 1</p>	<p>Creation</p> <p>Who made the world?</p> <p>What is the most beautiful thing in the world?</p>  <p>Christian Aid charity link</p>	<p>Incarnation</p> <p>What does Christmas matter to Christians?</p> <p>What colours make me think of Christmas?</p>  <p>Advent candles and prayer delivered to houses on Orme Road</p>	<p>Jesus as a friend</p> <p>Was it always easy for Jesus to show friendship? (Christianity)</p> <p>Should I treat everyone the same?</p> 	<p>Salvation</p> <p>Why does Easter matter to Christians?</p> <p>Should we fight and argue?</p> 	<p>Shabbat</p> <p>Is Shabbat important to Jewish children? (Jewish World Views)</p> <p>What makes me, me?</p>  <p>Synagogue visit</p>	<p>Rosh Hashana and Yom Kippur</p> <p>Are Rosh Hashana and Yom Kippur important to Jewish children? (Jewish World Views)</p> <p>What excites me about the future?</p> 
<p>Year 2</p>	<p>What did Jesus teach?</p> <p>Is it possible to be kind to people all the time? (Christianity)</p> <p>How can I demonstrate compassion?</p> 	<p>Gospel</p> <p>What is the good news that Jesus brings?</p> <p>What is true happiness?</p>  <p>Christmas singing around the community (nursing homes, hospitals, supermarkets)</p>	<p>Passover</p> <p>How important is it for Jewish people to do what God is asking? (Jewish World Views)</p> <p>Is everyone's view of God the same?</p>  <p>Fair Trade charity link</p>	<p>God</p> <p>What do Christians believe God is like?</p> <p>Is everyone's view of God the same?</p>  <p>Visit St George's – Easter crafts</p>	<p>The Covenant</p> <p>How special is the relationship Jews have with God? (Jewish World Views)</p> <p>What is a meaningful relationship?</p> 	<p>Rites of Passage and good work</p> <p>What is the best way for a Jew to show commitment to God? (Jewish World Views)</p> <p>What do you think is God's biggest achievement?</p> 

<p>Year 3</p>	<p>Divali Would celebrating Divali bring a sense of belonging to a child? (Hindu world views) How do we know we've found all the colours of the world?</p>  <p>Derby Open Centre- Divali workshop</p>	<p>Incarnation What is the Trinity? Is having a belief in something important?</p> 	<p>Creation/Fall What do Christians learn from the Creation Story? What is the purpose of the earth? What is beyond the universe?</p>  <p>Planting in the local community</p>	<p>Salvation Why do Christians call the day Jesus died 'Good Friday'? Why do people ignore others when in need?</p> 	<p>Hindu Beliefs How can Brahman be in everything and everywhere? (Hindu world views) Is God alive now?</p> 	<p>Pilgrimage to the River Ganges Would visiting the River Ganges be important for a non- Hindu? (Hindu world views) Why are there religions?</p>  <p>Water Aid charity link</p>
<p>Year 4</p>	<p>Buddah's Teachings Is it possible for everyone to be happy? (Buddhist World views) What difference does being loved make?</p> 	<p>People of God What is it like for Christians to follow God? How can we care for people we've never met?</p>  <p>Visit St George's (Advent crafts) Save the children link</p>	<p>The 8-fold path Can the Buddah teachings make the world a better place? (Buddhist world views) Who should I look up to?</p> 	<p>Easter Is forgiveness always possible for Christians? Is being a good friend easy?</p> 	<p>The 8-fold path What is the best way for a Buddhist to lead a good life? (Buddhist world views) What responsibilities do I have for others?</p>  <p>Read to the elderly in nursing homes</p>	<p>Kingdom of God When Jesus left what was the impact of Pentecost? Is having a belief in something important?</p> 

<p>Year 5</p>	<p>Belief into Action How far would a Sikh go for his religion? (Sikh world views)</p> <p>What is worth striving for?</p> 	<p>Incarnation Was Jesus the Messiah?</p> <p>What lasts forever?</p>  <p>Feed the Hungry charity link</p>	<p>Belief and modern values Are Sikh stories important today? (Sikh world views)</p> <p>What else is there to discover?</p> 	<p>Salvation What did Jesus do to save human beings?</p> <p>What is a perfect world?</p>  <p>Litter picking in community</p>	<p>Prayer and Worship What is the best way for a Sikh to show commitment to God? (Sikh world views)</p> <p>Where does your identity come from?</p> 	<p>God What does it mean if God is holy and loving? What kind of king was Jesus?</p> <p>Is it more important to be loved or to love?</p>  <p>Dovedale residential</p>
<p>Year 6</p>	<p>Beliefs and Practise What is the best way for a Muslim to show commitment to God? (Islam)</p> <p>Are my beliefs important?</p> 	<p>People of God What would Jesus do?</p> <p>Is there such a thing as a bad person?</p> 	<p>Creation Creation and science: conflicting or complementary?</p> <p>How do we know what we don't?</p>  <p>Rev to do Q+A for this topic</p>	<p>Salvation What does the Resurrection mean for Christians?</p> <p>Why do people have to suffer? What is pain?</p>  <p>Salvation Army charity link</p>	<p>Belief in moral values Does belief in Akhirah (after life) help Muslims to lead good lives? (Islam)</p> <p>What do you think happens after death? Do you think there are requirements to get into heaven?</p>  <p>Derby Open Centre- Life after death workshop (Islam linked)</p>	

*Extra-curricular visit opportunity

*Community outreach opportunity

*Fundraising opportunity/exploring Christian charity

*Spiritual Pathways opportunity

Gospel Values Overview

EYFS

Compassionate and Loving - What makes people special?

Curious and Active - Incarnation

Grateful and Generous - How do people celebrate?

Curious and Active - Salvation

Learned and Wise - What can we learn from stories?

Grateful and Generous - What makes places special?

KS1 Year A

Curious and Active- Who made the world?

Grateful and Generous - Why does Christianity matter to Christians?

Compassionate and Loving - Was it always easy for Jesus to show friendship?

-Why does Easter matter to Christians?

-Is Shabbat important to Jewish children?

Grateful and Generous - Are Rosh Hashanah and Yom Kippur important to Jewish children?

KS1 Year B

Compassionate and Loving - is it possible to be kind to everyone all the time?

Intentional and Prophetic- what is the good news that Jesus brings?

Attentive and Discerning - How important is it to Jewish people to do what God asks them to do?

Learned and Wise - What do Christians believe God is like?

Intentional and prophetic - how special is the relationship Jews have with God?

Compassionate and Loving - What is the best way for Jews to show commitment to God?

LKS2 Year A

Attentive and Discerning - would celebrating Diwali bring a sense of belonging to a child?

Curious and Active - what is the Trinity?

Grateful and Generous - What do Christians learn from the Creation story?

Learned and Wise - why do Christians call the day Jesus died 'Good Friday'?

Curious and Active - How can Brahman be everywhere and everything?

-Would visiting the river Ganges be important for a non-Hindu?

LKS2 Year B

Grateful and Generous - is it possible for everyone to be happy?

Curious and Active - What is it like for Christians to follow God?

Learned and Wise - Can the Buddha's teachings make the world a better place?

Compassionate and loving - Is forgiveness always possible for Christians?

Intentional and Prophetic - what is the best way for Buddhists to lead a good life?

Faith-filled and Hopeful - When Jesus left what was the impact of Pentecost?

UKS2 Year A

Attentive and Discerning - How far would a Sikh go for his religion?

Intentional and Prophetic - was Jesus the Messiah?

Learned and Wise - Are Sikh stories important today?

Grateful and Generous - What did Jesus do to save human beings?

Curious and Active - What is the best way for a Sikh to show commitment to God?

Compassionate and loving - What does it mean if God is holy and loving?

UKS2 Year B

Curious and Active - What is the best way for a Muslim to show commitment to God?

Intentional and Prophetic - What would Jesus do?

Learned and Wise - Creation and Science: conflicting or complementary?

Grateful and Generous - What does the Resurrection mean for Christians?

Attentive and Discerning - Does belief in Akhirah help Muslims to lead a good life?

Faith-filled and hopeful - Does belief in Akhirah help Muslims to lead a good life?

Religious Education Skills Progression

	KS1	LKS2	UKS2
Investigation (Enquiry)	<ul style="list-style-type: none"> • Use their skills to identify (e.g. in relation to objects, pictures, buildings). • Listen to stories and communicate about what they mean. • Use books, videos and ICT to find out about aspects of the programme of study. • Investigate aspects of the programme of study (e.g. festivals, ceremonies, worship) through close attention to tangible aspects. • Share beliefs, values and questions with each other. 	<ul style="list-style-type: none"> • Use their skills of observation to understand, compare, contrast primary sources (e.g. places, practices, symbols). • Investigate/respond to a range of secondary sources (e.g. information books, articles, pictures, film and web-based resources). • Begin to organise their thoughts or questions. Present the results clearly and appropriately in the given context. • Suggest important answers to questions about life and the world arising from the material studied. 	<ul style="list-style-type: none"> • Identify different ways of finding out about religion/belief. • Identify ways in which enquiry into religion/belief is similar to or different from other forms of enquiry (e.g. history or science). • Organise and analyse material. • Construct moral and philosophical arguments using appropriate reasoning. • Identify some of the 'big questions' raised by human experience and begin to compare and contrast answers from different perspectives.
Reflection	<ul style="list-style-type: none"> • Respond to quiet and stillness. • Reflect carefully their own and others' experience. • Develop their thoughts, feelings and opinions in the light of their work in RE. 	<ul style="list-style-type: none"> • Respond to quiet and stillness with increasing awareness of why times of quiet are important for people. • Reflect carefully their own and others' experience, showing increasing ability to listen to others with sensitivity and empathy. • Modify their thoughts, feelings and opinions in the light of their work in RE. 	<ul style="list-style-type: none"> • Identify and respond to a range of opportunities for reflecting on spiritual and moral issues. • Give a personal response or opinion with increasing confidence. • Show awareness of different perspectives and a readiness to modify/develop their ideas. • Respond appropriately emotion and reason. • Begin to understand and do 'philosophy' as a means of pursuing truth and understanding.

<p>Empathy</p>	<ul style="list-style-type: none"> • Express their own feelings. • Share their experiences with others. • Listen to other pupils' beliefs and values and respond sensitively. 	<ul style="list-style-type: none"> • Express consideration of others views. • Imagine what others feel in different situations. 	<ul style="list-style-type: none"> • Identify a range of feelings associated with different situations. • Contrast their own reactions with those of others.
<p>Application/ Synthesis</p> <p>UC- 'Understanding the Impact'</p>	<ul style="list-style-type: none"> • Talk about the 'message' of stories and teachings for their own lives. • Identify the difference that religious beliefs and practices make to people's lives, including their own. • Make simple links between their own experience and concepts in RE, or vice versa (e.g. they apply their own experience of celebration to religious celebration; they apply the fact that people wear special clothing associated with their faith to their own experience of clothing worn for special reasons). • Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. • Give at least three examples of how Christians put their beliefs into practice in church worship. 	<ul style="list-style-type: none"> • Apply themes, issues and teachings in RE to their own and others' experiences, attitudes and behaviour. • Identify the impact of religious beliefs and practices on the lives of individuals and groups. • Make links between the 'big questions' of life and the questions addressed/explored by religions. • Make links between different areas of learning in RE so that their understanding of key concepts is developed (e.g. they gain understanding of 'worship' or 'ritual' by applying knowledge and understanding gained in one context to another). • Make simple links between different areas of learning in RE (e.g. they apply what they know about Christian beliefs to a Christian place of worship, or the meaning of light in one context to the symbol of light in another). • Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. • Describe how Christians show their beliefs in worship and in the way they live. 	<ul style="list-style-type: none"> • Apply their understanding of religious and philosophical beliefs. • Teachings and practices to a range of ultimate questions and ethical issues, including to their own viewpoint. • Identify the impact of faith/belief on individuals, societies, cultures and events. • Identify personal costs, challenges and tensions of adhering to faith in the contemporary world. • Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world. • Show how Christians put their beliefs into practice in different ways, for example in different denominations.

<p>Expression/Communication</p>	<ul style="list-style-type: none"> • Talk about their own thoughts, feelings, beliefs and values and allow others the right to express themselves. • Express their ideas in non-verbal ways, such as art & design, music and dance, drama and role play. • Respond to varied forms of expression used by others, including those found in religion (e.g. objects, dress, gesture). • Recognise that particular forms of spoken language are often used in religion (e.g. prayers, chants). • Talk about the 'meaning' of stories. • Recognise when appropriate language and behaviour is called for in special places or situations (e.g. inside a sacred building, in a ceremony or act of worship). 	<ul style="list-style-type: none"> • Make links between their own thoughts, feelings, beliefs and values and those of others. • Begin to distinguish between potentially confrontational modes of expression and 'dialogue', and understand the need for dialogue between people of different faiths/beliefs or different traditions within the same faith. • Begin to compare and contrast distinctive forms of expression (verbal and non-verbal) that are characteristic of different traditions, with some demonstration of an understanding of the reasons. • Become increasingly adept at interpreting meaning in a range of expressions (e.g. stories and other literature, art & design, ritual, music, dance and drama) including self-expression through creative means. 	<ul style="list-style-type: none"> • Express their own thoughts, feelings, beliefs and values and raise questions on important issues with reason, justification and sensitivity. • Pursue philosophical questions in a sustained way (e.g. as a reasoned argument or in a 'community of enquiry'). • Enter into dialogue with others and recognise the importance of interfaith dialogue in today's world. • Identify some of the different features that make up the 'language' of religion (e.g. myth, ritual, symbol, liturgy, and the arts). • Interpret texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs.
<p>Interpretation/ Discernment</p> <p>UC – 'Making Sense of the Text'</p>	<ul style="list-style-type: none"> • Use some religious words and phrases to recognise and name features of religious life and practice. • Recall stories from different faith/ beliefs traditions. • Talk about what information could be used. • Identify how religion is expressed in different ways. • Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. • Identify at least two different types of texts from the Bible; for example, examples of a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. • Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. • Give clear, simple accounts of what the texts mean to Christians 	<ul style="list-style-type: none"> • Recognise the similarities and differences in the way the information is gathered and expressed. • Ask important questions about religions and beliefs. • Make links between their own attitudes and behaviours and those of different religions/beliefs. • Use a developing range of religious vocabulary. • Show understanding of the sources /texts used by religions. • Order at least five key concepts within a timeline of the Bible's 'big story'. • List two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter. • Make clear links between biblical texts and the key concepts studied. • Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians 	<ul style="list-style-type: none"> • Suggest meanings from a variety of sources of religious, moral and spiritual expression. • Interpret sources and arguments that are used in different ways by different traditions. • Interpret significance of different forms of religions, spiritual and moral expression. • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. • Identify at least five different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and the key concepts studied, using theological terms. • Taking account of the context(s), suggest meanings for biblical texts studied and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretation.

<p>Evaluation/Analysis</p> <p>UC – ‘Making Connections’</p>	<ul style="list-style-type: none"> • Weigh up the worth or relevance of qualities, attitudes, behaviour, values and opinions, including their own. • Recognise what is deeply important to themselves and others, or has impact on their lives. • Distinguish between big ‘open’ questions and questions that have a straightforward answer. • Explain what they think they gain by learning in various ways in RE (e.g. by making a visit or meeting a visitor). • Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. 	<ul style="list-style-type: none"> • Explain the worth or relevance of qualities, attitudes, motives, behaviour, values and opinions, including their own. • Account for what is deeply important to themselves and others or has impact on their lives. • Identify profound questions about life and the world and show awareness of some different responses to them. • Explain what they have learned in RE, how they learned it, and how effective/valuable this was. • Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. 	<ul style="list-style-type: none"> • Show reasoned and balanced viewpoints when considering their own and others’ responses to spiritual and moral issues. • Evaluate the impact of religion/belief, personally, locally or globally. • Evaluate the efficacy of moral and philosophical arguments. • Identify the advantages/ disadvantages or strengths/ weaknesses of different modes of enquiry in RE. • Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.
---	--	---	---

How do we make Religious Education inclusive?

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
<ul style="list-style-type: none"> • Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks • Visual supports • Word banks • Pre-teaching of vocabulary • Teaching of key skills • Coloured overlays • Timers and chunked activities • Use of practical apparatus • Sit close to the board • Allow extra time 	<ul style="list-style-type: none"> • Talking tins • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time) 	<ul style="list-style-type: none"> • Brain and movement breaks • Calmbrain • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies 	<ul style="list-style-type: none"> • Own learning space (workstation) • Brain breaks • Appropriate seating • Fidget toys • Adapted resources (scissors, rulers etc) • Sloping board • Alternative methods of recording • Wobble cushions • Chew buddies • Pencil grips/sloping boards

Lowest 20% offer

Lowest 20% Offer

Attendance	Pastoral	Healthy Mind and Body	Academic
<ul style="list-style-type: none"> • Encouraging text messages • Parenting drop-ins • School to collect children • Rewards for parents • Reward charts for children • Relationship building with families • Attendance action plans • Free additional hours in the Nursery • Free access to before and after school club • Meet and Greet at the Hive 	<ul style="list-style-type: none"> • Additional transition • Pastoral plans for children • Pastoral coffee and catch-up sessions for parents • ELSA therapy • Providing uniform and school supplies • Funding of trips, clubs and before and after school care • Individual invites for parents to events • Enrichment opportunities • Referrals and signposting to external services • Pastoral support unit access. • Individual whole school roles to boost self esteem • Reduced timetable if needed to support pastoral needs • Sensory circuits and access to the sensory room 	<ul style="list-style-type: none"> • School foodbank • Food vouchers • Parent workshops • School nurse referral for healthy living programme • Free school meals • Breakfast provision • After school sports clubs- personal invites • Budgeting support for families • Medical care plans • Invites to sports camps in the school holidays 	<ul style="list-style-type: none"> • Before and after school clubs with personal invites • Teacher targeting in every lesson • National Tutoring Programme • In school interventions • Aspirational targets • Parenting workshops • Individual daily reading • Pre and post teaching • Scaffolding for aspiration • Access to technology • Metacognitive learning • Reward time with school dog • Targeted clubs including homework club • Home access to phonics subscription and magazine subscriptions • School funded instrumental lessons • Breakfast and books

RE Knowledge Organiser

EYFS 2- Autumn 1

You
are
Special

What makes people special?

Topic Overview

- Everyone is special for different reasons.
- We are unique because we all have different special things that we do with our families.
- We all have special friends.
- Our special friends might be different to other people's special friends.
- Christians believe in God. They believe Jesus is God's son.
- Christians believe God loves every human being.
- They believe Jesus came to show that all people are special to God.
- Jesus is a role model for Christians.
- Jesus healed a paralysed man and a blind man.
- Christians believe God wants people to help everybody, not just their friends and family.
- Christians believe Jesus was able to help everybody because they believe He is God's son.
- Moses is a role model for Jews because they believe he was given 10 rules from God to show them how to live their lives well.
- Jews use the Ten Commandments as their rules for living.
- Jews believe God wants them to keep trying to keep the rules and promises to help them.
- Jews believe they are God's special people so they want to keep God's rules to show they respect Him.



Key Vocabulary	Definition
Special	Different from others.
Unique	Different from everything else.
Role Models	People who teach others how to do things, or show us how we should behave and treat others.
Friend	A person whom you know well and like and who likes you.
Believe	To accept as true.
God	Christians believe 'God' is the name of someone very important: the Creator of the universe and all that is in it, including people and animals.
Jesus	God's son.
Christians	People who believe in God and Jesus and follow Jesus' teachings.
Jews	People who believe in one God and follow the laws of the Old Testament.
Respect	Having respect for someone means you think good things about who a person is or how they act.
Paralysed	Not able to move or feel a part of the body.
Blind	Not able to see.
Miracle	A wonderful or amazing event or thing.
Heal	To make better or healthy again.
Rule	An instruction that tells you how to behave or act.
Commandment	A rule that should be followed.

Gospel Value:

Compassionate and Loving- To show love and kindness to everyone as everyone is unique

RE Knowledge Organiser

EYFS 2- Autumn 2



Incarnation:

Why do Christians perform nativity plays at Christmas?

Topic Overview

Mary - gave birth to baby Jesus in a stable.
 Joseph - Mary's husband.
 Angel Gabriel - visits Mary and tells her that she will have a baby and it will be the Son of God.
 Shepherds - first people to hear about Jesus' birth.
 Three wise men - followed a star to bring gifts of gold, frankincense and myrrh.
 Innkeeper - let Mary and Joseph stay in their stable as all of the other inns were full. This is where Mary had her baby.
 Mary travelled on a donkey from Jerusalem to Bethlehem to have her baby.



Christians celebrate Christmas as the birth of Christ on a date chosen by the churches rather than a known date. Western churches celebrate on December 25 but the Christmas season lasts until February 2, the feast of the presentation of the Christ child in the Temple.
 Christmas events at churches are numerous, with carol services, crib services, and maybe 'Messy Church' for younger children. Midnight Mass or Communion is a popular service when Christians wait up to 'see Christmas in' at church together, often with lots of candles lit as a reminder of Jesus coming as the 'light of the world'.
 Presents are an important part of Christmas, a reminder of the gifts of the Wise Men to Jesus, but for Christians, presents are also a reminder of the greatest gift: the gift of Jesus, God's Son. Christmas carols tell of the birth of Jesus and express beliefs about who this baby is. Carols were originally intended to be danced, and often have a repeated chorus.

Key Vocabulary	Definition
Bible	Christian Holy Book.
Christians	People who believe that Jesus Christ is the Son of God.
Worship	To honour or respect a divine being.
God	Christians believe 'God' is the name of someone very important: the Creator of the universe and all that is in it, including people and animals.
Jesus	God's son.
Believe	To accept as true.
Church	A place of worship for Christians.
Tradition	Handing down of a custom or belief from one generation to another.
Celebrate	An enjoyable event that people organise because something pleasant has happened.
Christmas	The day that Jesus was born.
Nativity	A play about the birth of Jesus, traditionally told by children.
Bethlehem	An ancient town where Christians believe that Jesus was born.

Gospel Value:

Curious and Active- To be curious about Jesus' birth and why God sent Him

RE Knowledge Organiser

EYFS 2- Spring 1



How do people celebrate?

Topic Overview

- **Chinese New Year** is a time when Chinese families get together to celebrate.
- They put up lights outside their homes.
- Every family buys presents, decorations, food, new clothes and people have their hair cut.
- Houses are cleaned from top to bottom to sweep out any bad luck from the old year and make way for good luck. It is bad luck to clean on New Year's day.
- Fireworks are also set off because it is thought that noise and lights will scare away evil.
- In Chinese tradition, each year is named after one of 12 animals.
- **Persian New Year (Nowruz)**
- There are lots of people who celebrate the start of Spring as their New Year. They call it 'Nowruz.'
- People make bonfires and jump over them, saying: "My sickly yellow paleness is yours. Your fiery red colour is mine!" It means you want the fire to take your problems and give you its warmth and energy.
- Food like nuts and pastries are served.
- Families clean their homes from top to bottom.
- Children and adults buy new clothes and shoes.
- **Holi (a festival of colour celebrating the start of Spring)**
- At the start of Holi, bonfires are lit in the hope that they will get rid of any evil. All rubbish is burnt as a way of getting rid of the old and starting again. Popcorn is sometimes cooked on the fire.
- It celebrates the arrival of Spring flowers and when the main crops are almost ready for the Spring harvest.
- It's a colourful festival, with dancing, singing and throwing of powder paint and coloured water.



Key Vocabulary	Definition
Celebrate	To make special with gifts, parties, or activities.
New Year's Resolution	A decision made on New Year's Day to do or not do something over the next year.
Success	A person or thing that does or goes well.
Achieve	Succeed in doing something after trying hard.
New Year	The time or day at which a new calendar year begins
Rangoli Pattern	A colourful design made on the floor using coloured rice powder.
Tradition	The handing down of information, beliefs, or customs from one age group to another.
Festival	A ceremony or celebration that repeats, often once a year, and involves special activities.



Gospel Value:

Grateful and Generous- To be grateful for the festivals that we celebrate

RE Knowledge Organiser

EYFS 2- Spring 2



Salvation:

Why do Christians put a cross in the Easter garden?

Topic Overview

Easter is celebrated by Christians and lasts longer than just the one day.

Holy week is the week before Easter and starts on Palm Sunday.

Palm Sunday is when Jesus arrived in Jerusalem. People welcomed Jesus by shouting 'Hosanna' and waving palm leaves.

He was then arrested and sentenced to death on a cross.

Good Friday - is the Friday before Easter Sunday. Jesus was taken to the Roman Governor. Jesus was sentenced to death on the cross and he carried his own cross to the place where he was to be crucified. On good Friday, Christians will eat hot cross buns.



Easter Saturday - Christians will prepare for Easter Sunday. They will go to Church and make an Easter Garden. They usually have a rock to symbolise the rock that blocked the exit of the cave. They also have a cross to symbolise the cross that Jesus died on.

Easter Sunday - the most important festival. Christians celebrate the day that Jesus was resurrected (rose from the dead). An angel told Mary that Jesus had risen from the dead. There will be a service at the church to celebrate Easter Sunday. Christians believe that Jesus died on the cross to set us free of our sins.

Over the next 40 days Christians believe that Jesus appeared to make people.

Other people celebrate Easter too by the giving and receiving of chocolate eggs, which symbolise new life.

Key Vocabulary	Definition
Bible	Christian Holy Book.
Palm Sunday	Commemorates Jesus' entry into Jerusalem. The start of Holy Week.
Good Friday	The day Jesus died.
God	Christians believe 'God' is the name of someone very important: the Creator of the universe and all that is in it, including people and animals.
Jesus	God's son.
Believe	To accept as true.
Hosanna	'Save us'
Holy Week	The week before Easter, starting on Palm Sunday.
Palm leaves/cross	Leaf of a palm tree, were waved by people welcoming Jesus. Christians make the leaves into a cross to symbolise Jesus' death.
Easter	The most important and oldest festival of the Christian Church, celebrating the resurrection of Jesus.
Resurrection	The rising of Christ from the dead.
Hot cross buns	A bun traditionally eaten on Good Friday.

Gospel Value:

Curious and Active- To be curious about why the cross is an important symbol for Christians

RE Knowledge Organiser

EYFS 2- Summer 1



What can we learn from stories?

Topic Overview

- **The Boy who cried wolf (Aesop's Fables)**
- A shepherd boy kept tricking the villagers into thinking a wolf was attacking his sheep. When a wolf appeared and the boy called for help, the villagers didn't believe him and the sheep were eaten by the wolf.
- **The Crocodile and the Priest (A Sikh Story)**
- A crocodile prayed to God every day. A priest said he was only an animal so he shouldn't pray to God. The priest turned into a crocodile because he thought he was better than the him.
- Sikhs believe people should not think they are better than other people because everyone is special and important.
- Sikhs believe people should be the best person they can be.
- **Bilal and the Beautiful Butterfly (A Muslim story)**
- A butterfly spoke to Bilal about all of the beautiful things Allah had created.
- Muslims believe Allah (God) created beautiful animals and places.
- Muslims believe they should praise Allah for the beautiful world He has created.
- **The Gold-Giving Serpent (An Indian Fairytale)**
- There was a farmer who worked hard but was very poor. He saw a serpent and thought he was the god of his field so he worshipped him. He gave the serpent some milk and the serpent gave him a gold coin. The farmer's son decided to take the gold coins for himself so he tried to kill the serpent. The serpent killed the son and told the farmer not to come back again.
- **Best Friends (A story from Asia)**
- An elephant and a dog became best friends even though they were supposed to be enemies.
- **The Lost Coin (A Christian Parable)**
- A lady had 10 silver coins but she lost one. She kept on looking for the coin and did not give up until she found it.
- Christians believe God loves everyone.
- Jesus wanted people to learn that to God, everyone is precious and He cares if people become lost. He is very happy when they come back to Him.
- **The Good Samaritan (A Christian Parable)**
- A traveller was robbed and hurt. A priest and a Levite saw the man but walked past. A Samaritan saw the man and helped him even though they were enemies.
- Jesus taught Christians to 'love your neighbour'.
- The parable encourages Christians to help anyone in need.



Key Vocabulary	Definition
Equal	To be the same as.
Lie	To say something that is not true.
Honest	To be truthful.
Priest	A religious leader.
Moral	The lesson about right and wrong learned from a story.
Mediate	To spend time in quiet thinking.
Reborn	Born again.
Allah	The word for 'God' in the Islam faith.
Poor	Not having much money.
Greed	Wanting more than you need, for example money.
Grateful	Feeling or showing thanks.
Parable	A short story told to teach a lesson.
Rejoice	To feel joy.
Neighbour	A person living next door to or very near to you. Christians believe our neighbours are everyone we meet.
Levite	Worked in the temple (a religious building).
Samaritan	Someone from Samaria (in Israel).

Gospel Value:

Learned and Wise- To learn from characters in stories

RE Knowledge Organiser

EYFS 2- Summer 2



What makes places special?

Topic Overview

- **The World**
- Christians believe God made our wonderful world and so we should look after it. They believe God put humans in charge of caring for it.
- A **Church** is a special place for Christians to feel close to Jesus and God.
- Christians worship and pray in Churches. They show that God is important to them by singing His praises and thanking Him for all he does and all he has made.
- Inside a church, you might find: an altar, lectern, pulpit, pews, a font, stained glass windows showing Bible stories, an organ or piano, a cross and statues of religious figures.
- **Mosques** are special places for Muslims.
- They are used by Muslims to worship and pray to Allah (God).
- Men and women pray in different prayer halls.
- Muslims take off their shoes and wash themselves before they pray.
- Most Muslims cover their heads before entering the mosque.
- There are no seats inside as Muslims worship and pray on the floor.
- Inside a mosque, you might find: a dome, minaret, prayer hall, washing area, minbar and mihrab.
- There are no images or statues of Allah inside a mosque.
- Patterns are used to decorate mosques.
- **Synagogues** are special places for Jews where they worship and pray to God.
- Jews wear special clothes during worship, for example: a kippah (a small cap worn to show respect to God), tefillin (2 leather boxes on the arm and head to show God is in their thoughts and heart) and tallit (a prayer shawl to remind Jews of the rules they have to follow).
- Inside a synagogue you might find: an aron hakodesh, ner tamid and bimah.
- There are no pictures of God or people.
- Sometimes men and women sit apart during worship.



Key Vocabulary	Definition
Home	The place where a person or animal lives.
Worship	Showing how special God is to you.
Pray	To thank, ask, or speak to God.
Service	When all the Christians at church get together, usually on a Sunday, to sing and pray to God and learn from the Bible together.
Bible	Christian holy book.
Torah	Jewish holy book.
Imam	Religious leader in the Islamic faith.
Mecca	Holy city in the Islamic faith.
Special	Different from others.
Wudu	Washing before prayer in the Islamic faith.

Alter: a raised table used during church services.	Lectern: a stand where the Bible is read from.	Pulpit: where the priest stands and speaks.
Cross: to remind Christians of Jesus' death and resurrection.	Pews: where everyone sits in rows on benches.	Font: a large stone bowl filled with holy water used to baptise people.
Aron hakodesh: a large cupboard where the Torah is kept.	Ner tamid: a light above the aron hakodesh that never goes out.	Bimah: a raised platform with a reading desk where the Torah is read from.
Dome: to remind Muslims about the universe Allah created.	Minaret: a tall tower where the call to prayer is heard from.	Prayer hall: a large hall that Muslims men use for worship.
Washing area: so Muslims can wash themselves before they worship.	Minbar: a platform from which the imam stands and speaks during worship.	Mihrab: shows the direction of Mecca.

Gospel Value:

Grateful and Generous- To be grateful for our special places like school and home

RE Knowledge Organiser

Year 1– Autumn 1



Christianity:

Who made the world?

Topic Overview

- Christians believe that God created the world and everything within it.
- God made the world in seven days:
 - Day 1: God made light and dark.
 - Day 2: God made the sky and water.
 - Day 3: God made dry land and plants.
 - Day 4: God created the sun, moon and stars.
 - Day 5: God created birds and fish.
 - Day 6: God created animals and people.
 - Day 7: God sat down to have a rest.
- Christians believe God created humans in His image.
- God has a special relationship with human beings as their Creator and Sustainer.
- God wants people to look after the world as He has created it for them and gave it to people to enjoy and to look after for Him.

Links with other religions

- **God as a creator** (Judaism). Jewish people also believe that God created the world and everything in it in six days and rested on the seventh day.
- **Waheguru** (Sikhism). Sikhs believe that Waheguru (God) created the universe, the world and every life form within it. There are no creation stories in Sikhism.
- **Creation** (Buddhism). There is no story of the creation of the Earth within Buddhism because Buddhists do not believe in any God who created the world.
- **Brahma** (Hinduism). Hindus believe the universe was created by Brahma, the creator who made the universe out of himself. They believe it is the power of Vishnu which looks after the world and human beings.
- **Allah** (Islam). Muslims believe Allah (God) is the Creator of the Universe and the world and that all people have a responsibility to care for the world and all that is on it. They believe Allah created the world in six days.

Key Vocabulary	Definition
Creator	A person or a thing that bring something into existence.
Create	To make something.
Creation	Something that has been created.
Earth	The planet that we live on.
Positive	Something good.
Negative	Something bad.
Treat	To behave toward in a particular way.



Light & Dark



Clouds & Oceans



Land, Plants, & Trees



Sun, Moon, & Stars



Fish & Birds



Man & Animals



God Rested

Gospel Value:

Curious and Active- To be curious about who made the world and where we live

RE Knowledge Organiser

Year 1– Autumn 2



Christianity:

Why does Christmas matter to Christians?

Topic Overview

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- The Bible says that his birth showed that he was extraordinary and that he came to bring good news. Christians celebrate Jesus' birth.
- Advent for Christians is a time of getting ready for Jesus' coming.
- Christians believe that God came to Earth to be with people and show them how to live.
- God came to earth to bring good news to everyone.
- The good news was about God and how to be close to him.
- Christmas is a time when many Christians thank God that Jesus came to earth to show and tell people how to live.
- **Gospel of Luke:**
The Angel Gabriel told Mary that she would have a son and call him Jesus. Mary and Joseph travelled to Bethlehem to be counted in the census. While they were there, Jesus was born. Mary laid him in a manger because there was no room at the inn. An angel appeared to some shepherds and told them about Jesus' birth. The shepherds found Mary, Joseph and Jesus in the manger. They praised God and thanked him for what they had seen.

Links with other religions

- **Chanukkah (Judaism).** Both are winter festivals, celebrated by retelling the story and giving gifts, special foods and customs, and remember God giving gifts to his people.
- **Jesus (Judaism).** Jews do not believe Jesus was the Son of God.
- **Jesus (Islam).** Muslims believe Jesus is a messenger of Allah (God). They do not believe Jesus is the Son of God.



Key Vocabulary	Definition
Jesus	Christians believe Jesus is the Son of God.
God	Christians believe God is the creator of the universe.
Bethlehem	A small town in Jerusalem where Jesus was born.
Bible	A book of holy writings accepted by Christians as coming from God.
Christian	Someone who believes in the teachings of Jesus.
Advent	The arrival of something or someone.
Mary/Joseph	Jesus' mother / Mary's husband
Nazareth	A city in Israel where Jesus lived.
Stable	A building where animals were kept.
Manger	A long trough from which horses or cattle feed.
Shepherds	A person who herds, tends, and guards sheep.
Angels	A spiritual being serving God especially as a messenger.
Census	An official count of the people who live in a country or other area.
Nativity	The birth of Jesus.

Gospel Value:

Grateful and Generous- To be grateful for the gift of Jesus at Christmas time

RE Knowledge Organiser

Year 1– Spring 1



Christianity:

Was it always easy for Jesus to show friendship?

Topic Overview

The Story Of Zacchaeus

Zacchaeus was hated because he was a tax collector. He wanted to see Jesus so he climbed up a tree. Jesus saw him and asked to visit his house. This made people very unhappy. After seeing Jesus, Zacchaeus said that he would give money to the poor!



Jesus Calms The Storm

Jesus and his friends needed to travel by boat across the lake. During the trip, Jesus fell asleep, but then a fierce storm developed. Jesus' friends woke him up - Jesus was able to calm the storm.



Links with other religions

- **Islam** - Prophet Mohammed (pbuh) had many companions who were his disciples and followers.
- **Hinduism** - Mahabharata - King Duryodhana and Karna's friendship.

Key Vocabulary	Definition
Friend	Someone with who you have a bond or you care for. Normally not in your family.
Friendship	A relationship between friends.
Disciples	One who follows a leader or a teacher.
Bible	The Christian holy book that retells the story of Christianity.
Treat	To behave toward in a particular way.
Zacchaeus	A tax collector who wasn't liked by most of the people.
Tax	A sum of money that you have to pay.
Storm	A heavy fall of rain with strong winds.

How did Jesus try to be a good friend?



Gospel Value:

Compassionate and Loving- To be a good friend and forgive others

RE Knowledge Organiser

Year 1– Spring 2



Christianity:

Why does Easter matter to Christians?

Topic Overview

- Christians believe Jesus builds a bridge between God and humans.
 - Christians believe Jesus did more than teach people how to live; he also showed how to live.
 - Christians say that Jesus died to 'save' us, to pay the price of sin in the world and reunite people with God.
 - Christians believe that God has the power to forgive sins.
 - Jesus showed that he was willing to forgive all people, even for putting him on the cross.
 - Jesus shows what God is like and his example of forgiveness reminds Christians that God will forgive them and that they should forgive others.
 - Christians try to follow Jesus' example and look after other people.
 - Jesus wants Christians to help those who are suffering too.
- On **Mundy Thursday**, Jesus celebrated Passover with his disciples. It was called The Last Supper because it was the last meal Jesus had with his disciples before he died. They ate bread and wine which Jesus said was his body and blood. Jesus washed his disciples' feet to show that everyone is a servant of God.
 - Even though Jesus was good there were people who hated him. They did not like it when he said he was the King of the Jews. Some people hated Jesus so much that they found a way to have him put on trial and sentenced to die on a cross.

Links with other religions

- **Passover** (Judaism). Jesus celebrated Passover with his disciples at The Last Supper.
- **Teshuva** (Judaism). Jews believe if they make a wrong choice, they must ask for forgiveness. Forgiveness can only be given from the person they have wronged (the victim). Jews repent (say sorry) and try to make up for the wrongs they have done.
- **Allah** (Islam). The Qur'an strongly encourages Muslims to forgive wrongdoing. Muslims believe they should forgive others, just as Allah (God) will forgive people on the Day of Judgement for the wrong things they have done.
- **Gurus** (Sikhism). Sikhs believe in forgiveness because this was the teaching and example of the Gurus. The Guru Granth Sahib encourages Sikhs to be forgiving.
- **Forgiveness** (Hinduism). Hindus believe that forgiveness is essential to a Hindu's life and that it brings about good, peace and happiness.
- **Forgiveness** (Buddhism). Buddhists believe that forgiving others as well as ourselves is an important step on the path towards a better life and enlightenment. Forgiving the harm done to us by others allows us to move on and to achieve peace of mind.

Key Vocabulary	Definition
Forgive	To stop being angry with someone who has done something wrong.
Sin	Bad things people do that makes God sad.
Salvation	The saving of a person from sin or evil.
Reunite	To come or bring together again after being apart.
Crucifix	A representation of a cross with a figure of Christ on it.
Chalice	A large cup or goblet.
Paten	A plate, typically made of gold or silver.



Gospel Value:

Compassionate and Loving- To be understanding and show love towards Jesus for the ultimate sacrifice to save us

RE Knowledge Organiser

Year 1– Summer 1



Jewish World Views:

Is Shabbat important to Jewish children?

Topic Overview

- Shabbat is the day of rest in the Jewish religion.
- The Jewish Holy books contain the Creation Story which says that God created the world in six days and rests on the seventh - the Sabbath. For Jews, Saturday is the day of rest - Shabbat.
- Shabbat is celebrated both in the home and the synagogue.
- No work is done from sunset on Friday until sunset on Saturday so food is prepared before the Sabbath starts.
- The start of Shabbat is marked with a special meal and ceremony in the home.
- When worshipping, Jews wear a skull cap called a kippah. It is worn by men as a sign of respect to God.
- Making sure you are prepared for the Sabbath is important to Jews.
- On the day of rest, Jews take time to focus on God and what God has done for them.
- Shabbat is a time when families come together in the presence of God in their own home.
- Shabbat candles are lit at sunset on a Friday by Jewish women.
- Jewish families drink wine because it symbolises joy and celebration.
- Challah bread is eaten on the Sabbath. A prayer is said before the bread is eaten.
- The whole family will go to the synagogue on Saturday.

Links with other religions

- **Jesus (Christianity).** Jesus was Jewish.
- **Creation (Christianity).** Both religions believe "God rested on the seventh day" after He created the world.
- **The 10 Commandments (Christianity/Judaism).** The fourth commandment is: "remember the Sabbath day, to keep it holy."
- **Easter (Christianity).** Jesus was taken down from the cross on Friday because of Shabbat. Women didn't visit the tomb until Sunday because Saturday was a day of rest. Jesus wasn't resurrected until Sunday as God rested on the Saturday.
- **Sabbath (Sikhism and Buddhism).** Sikhs and Buddhists do not consider any particular day of the week as a holy day.
- **Sabbath (Christianity).** The Christian Sabbath is Sunday, and on this day many Christians go to church and spend time with their families.
- **Jumah (Islam).** Muslims have a special day for congregational prayer on Fridays at noon (Jumah) but they do not have a Sabbath.
- **Deities (Hinduism).** There is no set day for worship in Hinduism but different deities (gods/goddesses) are linked to different days of the week and may be remembered on those days.

שַׁבָּת שְׁלוֹמִי
Shabbat Shalom!

Key Vocabulary	Definition
Kippah	Skull cap.
Sabbath	A day of rest.
Synagogue	A building in which Jews meet for religious worship.
Challah	Braided bread.



Gospel Value:

Compassionate and loving- To be compassionate towards others and respect their beliefs

RE Knowledge Organiser

Year 1– Summer 2



Jewish World Views:

Are Rosh Hashanah and Yom Kippur important to Jewish children?

Topic Overview

- Rosh Hashanah is the Jewish New Year festival.
- On Rosh Hashanah, Jewish families have a meal at home. They will eat:
 - round Challah bread: as a symbol of the circle of life and the cycle of the year
 - pomegranates: 613 seeds represent the 613 commandments Jewish people try to live by
 - apple slices dipped in honey: to represent the sweetness of the new year ahead.
- At Rosh Hashanah, Jews make plans for things they want to achieve in the coming year: how they want to be and how to be better people and ask G_d to help them.
- Before Jews can start the new year and these new plans, they spend 10 days thinking about the last year and what they may still need to ask forgiveness for, as well as the people they may still need to forgive.
- Yom Kippur is a time of reflection, thinking about who and what is most important to you as well as a time to say sorry and plan for the next year.
- On Yom Kippur, Jewish people will:
 - wear white
 - not eat food or drink for 25 hours if they are over the age of 13
 - attend 5 services in a synagogue
 - pray to G_d for forgiveness
 - say sorry to people
- The shofar is blown to mark the end of Yom Kippur.
- Jewish people believe they can change and make themselves better with G_d's help.

Links with other religions

- **Jesus (Christianity).** Jesus was Jewish.
- **Creation (Christianity).** Rosh Hashanah is the birthday of the universe's creation. Both Jews and Christians believe God created the world.
- **Easter (Christianity).** Yom Kippur is the day of atonement (saying sorry) and fasting (giving up things). Christians give up things during Lent and say sorry for their sins. Christians believe Jesus died so their sins could be forgiven.
- **Ramadan (Islam).** Muslims fast for Ramadan as it allows them to feel closer to Allah (God). Fasting is also one of the Five Pillars of Islam.

Key Vocabulary	Definition
Forgive	To give up or let go of anger against.
Forgiveness	The act of forgiving.
Rabbi	A teacher of the Jewish religion who is usually the leader of a Jewish synagogue.
Repentance	Saying sorry.
Shofar	A large ram's horn which makes a long, loud sound.
Commandments	Rules given by G_d.

YOM Kippur



Gospel Value:

Grateful and Generous- To be grateful for the religious festivals that we enjoy

RE Knowledge Organiser

Year 2– Autumn 1



Christianity:

Is it possible to be kind to everyone all of the time?

Topic Overview

- Jesus' most important teaching was to 'Love your neighbour as yourself.'
- Jesus tells Christians to be kind to everyone.
- Christians try to follow Jesus' example of being kind to people.
- The story of The Good Samaritan teaches Christians that they should be kind to others. The priest and the Levite didn't help the injured Samaritan - they were not 'loving their neighbours as themselves.'
- The Samaritan is the only person who helps the man. At that time, Jews and Samaritans were enemies but the Samaritan 'loves his neighbour' and helps the injured man.
- Jesus showed kindness when he healed the paralysed man.
- In these stories, the Bible shows Christians that Jesus taught that everybody is their neighbour and that they should show love and kindness to everyone.

Links with other religions

- **Christmas** (Christianity). Christians celebrate Jesus' birth.
- **Easter** (Christianity). Christians remember when Jesus died for their sins on the cross.
- **SEWA** (Sikhism). SEWA means 'selfless service'. It involves helping others without any reward.
- **Torah** (Judaism). Jews aim to show kindness to others as the Torah teaches that people should love others in the same way that they love themselves. (*Love your fellow as yourself - Leviticus 19:18*).
- **Dana** (Hinduism). Dana (giving) in Hinduism is about giving generously to those in need.
- **Metta** (Buddhism). Metta (loving-kindness) means showing kindness to others so that they will be well and happy. One way to show loving-kindness is to help other people.
- **Good Deeds** (Islam). Muslims believe they must be kind because everyone is a special creation of Allah (God). Giving to charity and helping others are considered good deeds and there should be no expectation of anything in return.

Key Vocabulary	Definition
Kind	To be helpful, friendly or good.
Moral	The lesson about right and wrong learned from a story or event.
Parable	A very short story told to teach a moral or religious lesson.
Paralysed	You cannot move or feel in a part or parts of the body.
Christian	One who believes in Jesus Christ and follows his words and teachings.
Jesus	He is considered by Christians to be the son of God.
Priest	A person who leads prayers and religious services.
Levite	A legal expert (knows the Law).
Samaritan	Someone from Samaria (in Israel).
Neighbour	A person living next door to or very near. Christians believe our neighbours are everyone we meet.
Enemy	One who hates or wants to harm another.



Gospel Value:

Compassionate and Loving- To be kind and show love to all using actions and words

RE Knowledge Organiser

Year 2– Autumn 2



Christianity:

What is the good news that Jesus brings?

Topic Overview

Churches are very peaceful places. Christians can find friendships, peace and forgiveness at church. Matthew was a tax collector and Jesus made him one of his disciples because he thought that everyone should be forgiven.

Jesus helps to bring people back to God by showing how much God loves them and that he wants to forgive them when they do bad things. Jesus shows that God is keen for everyone to turn to him- they only have to say sorry.

Christians may find that churches help them to remember the ways in which Jesus' life and teachings offer them good news.

In Christianity, disciple refers to a dedicated follower of Jesus. This term is found in the New Testament. There were 12 disciples- Thomas, Simon, Philip, Simon Peter, Matthias, Matthew, Jude, Judas, Son of Alphaeus, James, Son of Zebedee, Bartholomew and Andrew.

Some Christians will pray to God or confess to a priest.

Links with other religions

- In all other religions there is an element of forgiveness.
- Other religions have a Holy Book which is read aloud and shared with others for example the Torah and the Quran.
- Islam: Also has 12 disciples.
- Other religions also use prayer as a way of asking for forgiveness for something that they have done.

Key Vocabulary	Definition
Christian	A person who believes in Christ.
God	Christians believe God is the creator and ruler of the universe.
Bible	The Christian Holy Book
Gospel	It comes from the word 'good' and it refers to the 'good news' that Jesus bring.
Disciple	A follower of Jesus during his life.
New Testament	The second part of the Christian bible. It discusses teachings and the person of Jesus.
Forgiveness	The ability to allow someone else's hurtful behaviour to be excused.
Peace	A state of quiet and harmony.



Gospel Value:

Intentional and Prophetic- To share the good news that Jesus brings with others

RE Knowledge Organiser

Year 2– Spring 1



Jewish World Views:

How important is it to Jewish people to do what God asks them to do?

Topic Overview

- Jews have a special relationship with God. They believe that God will take special care of them if they do the things He asks them to do. They try to respect this relationship and show this respect in their lives by doing as God asks.
- Every year, Jewish families celebrate Passover and have a special meal called the Seder meal.
- More than 3000 years ago, the Jews were slaves in Egypt. God helped Moses to free them from slavery.
- After they escaped, God asked them to remember this night forever and gave them certain instructions (commandments).
- Passover and the Seder meal are one way Jews remember their special relationship (covenant) with God.
- The Seder plate is divided up into sections. Each section has a different item to remind Jews of the Passover story.
- **Chazeret:** bitter herbs represent the bitterness of slavery.
- **Beitzah:** a hard boiled egg. Eggs become harder when they are cooked - a symbol of the Jews' determination to keep their faith.
- **Charoset:** a sweet brown paste made of fruit and nuts, representing the mortar that the Israelites used for building bricks when they were slaves.
- **Maror:** bitter herbs symbolising the bitter suffering of the Israelites when they were slaves.
- **Karpas:** celery or parsley dipped into a bowl of salty water, representing the salty tears the Israelites cried when they were slaves.
- **Z'roa:** a lamb bone which represents the lamb that was sacrificed and brought to the temple the night before the Israelites left Egypt.
- There are also four small glasses of wine to remind Jews of the four times God promised freedom to the Israelites.
- **Matzah:** unleavened (flat) bread. The Pharaoh told Moses and the Israelites to go at once - they left in such a rush that their bread didn't have time to rise.

Links with other religions

- **Jesus (Christianity).** Jesus was Jewish.
- **Shabbat, Chanukah, Rosh Hashanah and Yom Kippur (Judaism).** These are all ways Jews remember and celebrate the special relationship they have with God.
- **The 10 Commandments (Christianity).** Both Jews and Christians believe God gave Moses 10 rules that they should follow.
- **The Easter Story (Christianity).** Jesus celebrated Passover with his disciples at The Last Supper.

Key Vocabulary	Definition
Respect	A positive feeling or action shown towards someone or something important.
Covenant	A special relationship based on shared promises.
Seder Meal	A meal remembering the events of the Exodus.
Exodus	The movement of a lot of people from a place.
Torah	The Jewish holy book.
Commandments	An order.
Mortar	A mixture of sand, water, and cement that is used when building.
Bitter Bitterness	An unpleasant taste. A feeling of anger and unhappiness.
Passover	A festival to remember the Israelites freedom from slavery.



Gospel Value:

Attentive and Discerning- To consider the choices that we have and the effect they may have on others

RE Knowledge Organiser

Year 2– Spring 2



Christianity:

What do Christians believe God is like?

Topic Overview

The Lost Son is a parable, which is a special sort of story that was told by Jesus to help people learn or understand ideas.

Parables might be harder to understand than some other stories because they have **hidden meanings**.

They can seem to be saying one thing but are really teaching something else.

In this parable the father in the story is just like God. This is how God would be if we ran away from him and we started doing things we shouldn't. He doesn't give up on us when we do things that are wrong, and he will always forgive us if we've truly changed and repent for what we've done.

For Christians the parable of the Lost Son teaches that God is loving and forgiving like a parent.

The story of the Lost Son might lead Christians to think that it is very important to praise God and pray to him. The story of Jonah: Christians believe that Jonah would have shown lots of different emotions during the story.

Key Vocabulary	Definition
parable	A simple story used to teach a moral or spiritual lesson.
Forgiveness	The action of forgiving or being forgiven.
representation	A description or picture of something.
prayer	A type of worship to praise or give thanks to God.
praise	To honour God with words or song.

Links with other religions

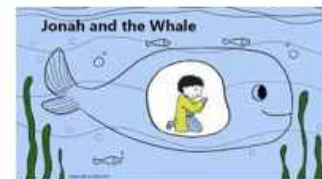
- All religions have a special book for example, Qur'an, Torah, Bible and they contain stories and parables which are read aloud and shared with others.
- religions God is the creator of the world.
- Also in all other religions creation is at the start of the story and world
- All religions pray to say thank you, sorry or please.



Andy Ask



Peter Praise



Suzy Sorry



Thea Thanks



Gospel Value:

Learned and Wise- To take all opportunities and share with others the good things that God does

RE Knowledge Organiser

Year 2– Summer 1



Jewish World Views:

How special is the relationship Jews have with God?

Topic Overview

- Jews believe there is one G_d who every Jew can have a special relationship with.
- Jews believe that they are the 'chosen people' of G_d. This means that G_d selected them to live their lives according to his will and to set an example to others.
- Jewish history begins with the Covenant between G_d and Abraham around 1812 BC.
- G_d made a special promise that He would look after Abraham and all his descendants. He showed this by giving him and his wife a son, even though he was 99!
- Jewish people believe that G_d has always kept His promise to look after them, for example when G_d helped the Jews escape from slavery in Egypt.
- After leaving Egypt, the Jews were in need of rules and order to help them live life in the way G_d wanted.
- Moses was given the Ten Commandments and G_d asked the Jewish people to live by these as their promise to him.
- These rules still impact on Jewish life today.
- Many Jews have a mezuzah on the doorpost in their home. Inside the mezuzah is a scroll with Hebrew writing called the Shema. The Shema is a declaration of faith in one G_d. It says that Jewish people should love G_d and keep His rules.
- The mezuzah and Shema are a daily reminder of the covenant and the fact that the rules need to be followed.

Key Vocabulary	Definition
Agreement	A decision between two or more groups or people.
Promise	A statement by a person that they will or will not do something.
Trust	Firm belief in someone or something.
Covenant	A special promise.
Mezuzah	A small case placed on Jewish doorposts containing the Shema.
Shema	An important prayer for Jews.
Descendants	A person who is related to you and who lives after you, such as your child or grandchild.

Links with other religions

- Jesus (Christianity). Jesus was Jewish.
- The 10 Commandments (Christianity). Both Jews and Christians believe God gave Moses 10 rules that they should follow.
- Passover (Judaism). During Passover, Jews remember how God helped them escape from slavery in Egypt. This is one example of how God looked after Jews.
- The Five Pillars of Islam (Islam). Muslims believe they must carry out five duties in order to live a good and responsible life and be closer to God.
- The Noble Eight-Fold Path (Buddhism). This is the way the Buddha taught that Buddhists should live their lives.
- The 5 Precepts (Buddhism). These are 5 rules Buddhists should follow in their lives. They are suggested ways of living rather than commandments given by a god.
- Khalsa (Sikhism). Khalsa Sikhs must follow the Rahit Maryada, which is the Sikh code of conduct.
- Purusharthas (Hinduism). Hindus recognise four purposes (or goals) of human life (purusharthas) which help them to lead good lives.



Gospel Value:

Intentional and Prophetic- To learn from the example set by others in their relationship with God and set a good example yourself

RE Knowledge Organiser

Year 2– Summer 2



Jewish World Views:

What is the best way for Jews to show commitment to God?

Topic Overview

There are many ways that Jews show commitment to God. They believe God created the world and that he looks after them so they do their best to keep God's rules (the 10 commandments). Jews follow rules about food, they pray, read the Torah, go to the synagogue and keep the Sabbath day holy. A special Jewish holiday is Passover and people celebrate by eating a special meal called the seder meal. Jews also try to do good deeds and look after the environment because it is the world that God gave them. Bar Mitzvah ceremonies are very important to the Jewish people because it's when a boy turns 13 and he will read aloud parts of the Torah and read a prayer. It shows the transition to adulthood. A bat Mitzvah is the same celebration for 13 year old girls. After the ceremony the children will be counted as part of the reform synagogues.

Links with other religions

Christianity: Christians keep Sunday as a day of rest, they read from the Bible and say prayers and sing praises in church. The 10 commandments are also in the Bible, rules set by God for Christians to follow.

Islam: They read the Quran as a special book with stories in.

Key Vocabulary	Definition
Commitment	A pledge to do something.
Ten commandments	Rules which the Jewish people follow.
Bat mitzvah	A celebration ceremony when boys and girls turn 13 years old.
Torah	The Jewish special book.
Synagogue	A place where Jewish people worship.
Seder	The Sedar plate is part of the celebration meal in Passover.



Gospel Value:

Compassionate and Loving- To show compassion for how Jews show their commitment and love for God

RE Knowledge Organiser

LKS2 Year A– Autumn 1



Hinduism:

Would celebrating Diwali bring a sense of belonging to a child?

Overview

- Diwali, the Hindu festival of lights, is the most popular of all the festivals from South Asia.
- The festival of Diwali extends over five days. Because of the lights, fireworks and sweets involved, it's a great favourite with children.
- The festival celebrates the victory of good over evil, light over darkness and knowledge over ignorance, although the actual legends that go with the festival are different in different parts of India.
- In Britain, as in India, the festival is a time for thoroughly spring-cleaning the home, wearing new clothes and most importantly, decorating buildings with fancy lights.
- Diwali is known as the 'festival of lights' because houses, shops and public places are decorated with small earthenware oil lamps called **diyas**. These lamps, which are traditionally fuelled by mustard oil, are placed in rows in windows, doors and outside buildings to decorate them.
- The lamps are lit to help the goddess Lakshmi find her way into people's homes. They also celebrate one of the Diwali legends, which tells of the return of Rama and Sita to Rama's kingdom after fourteen years of exile.
- Diwali is very much a time for buying and exchanging gifts. Traditionally sweets and dried fruit were very common gifts to exchange.

Links with other religions

- **Jainism** - Diwali is celebrated in observance of "Mahavira Nirvana Divas", the physical death and final nirvana of **Mahavira**.
- **Sikhism** - Sikhs celebrate **Bandi Chhok** Divas in remembrance of the release of **Guru Hangothind** from the **Gwalior** **Fort** prison by the Mughal emperor, **Jahangir**, and the day he arrived at the Golden Temple in Amritsar.
- **Buddhism** - Diwali is not a festival for most Buddhists, with the exception of the **Newar** people of Nepal who revere various deities in the **Vajrayana** Buddhism and celebrate Diwali by offering prayers to Lakshmi

Key Vocabulary

Hindu	Someone who follows Hinduism.
Vishnu	Hindu god who protects the universe.
Brahma	Hindu god of creation.
Trimurti	The three aspects of the universal supreme God.
Tridevi	The three great goddesses of Hinduism.
Brahma	Hindus recognise one God, Brahman .
mandir	A special place for Hindus to worship.
puja	Act of worship for Hindus .
murtis	Special statues or images of Hindu gods and goddesses.
shrine	A holy place to pray.
Shruti	Hindu holy scriptures which contain the four Vedas .
Smriti	Hindu holy scriptures which contain legends, myths and history.
Vedas	Ancient Hindu text.

Gospel Value:

Attentive and Discerning- To be attentive about the experiences that others have and the sense of belonging they gain from them.

RE Knowledge Organiser

LKS2 Year A– Autumn 2



Christianity: What is the Trinity?

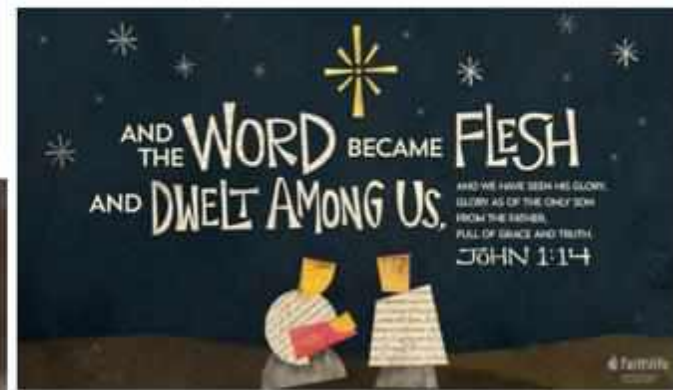
Topic Overview

- Christians believe that God is Trinity: God as three in one - Father, Son and Holy Spirit.
- Christians worship God as a Trinity.
- Christians believe the God the Father is the creator: he sent his Son (Jesus) who saved his people; the Son send the Holy Spirit to his disciples.
- Christians find that understanding God is challenging: people spend their whole lives learning more and more about God.
- Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.
- Christians believe the Holy Spirit is God's power at work in the world and in their lives today, supporting them to follow Jesus.

Links with other religions

- Many religions believe in one God. Belief in the Trinity is unique to Christianity.
- **Allah** (Islam): Muslims believe in one God (Allah). They believe Allah has no shape or form and that he has no children or parents.
- **God** (Judaism). Jews do not believe in the Trinity. They believe that God alone should be worshipped.
- **Waheguru** (Sikhism). Sikhs believe that there is only one God. They believe God is without form or gender.
- **Brahman** (Hinduism): Hindus believe in one God called Brahman, Brahman takes on many forms that some Hindus worship as gods or goddesses. Hindus also believe in the 'trimurti' - three Gods who are responsible for the creation, upkeep and destruction of the world: Brahma, Vishnu and Shiva.
- **God** (Buddhism). Most Buddhists do not believe in God.

Key Vocabulary	Definition
Trinity	The Christian belief that there is One God, who is Father, Son, and Holy Spirit.
Incarnation	The Christian belief that God took human form by becoming Jesus.
Gospel	'Good news.' In Christianity, "good news" refers to the story of Jesus Christ's birth, death, and resurrection.
Carol	A religious song or hymn, usually associated with Christmas.



Gospel Value:

Curious and Active- To be curious about the way God represents himself to us

RE Knowledge Organiser

LKS2 Year A– Spring 1



Christianity:

What do Christians learn from the Creation Story?

Overview

- Jews and Christians believe that God created the world
- Christians believe that God wants people to look after the world he created all of its animals and nature
- Some people believe that the world wasn't created by God
- Adam and Eve are believed by some Christians to be the first people on earth. They believe they were created by God
- Christians believe that Adam and Eve went against God's wishes – The Fall. This is when Adam and Eve 'fell' from their close relationship with God. This was the first 'sin'.

Links with other religions

Judaism - [Judaism](#) naturally accepts the creation narratives in [Genesis](#) as part of the [Torah](#), and Genesis 1 account is typically used to establish or strengthen the notion of [Sabbath](#) as a key mark of God's "chosen people."

Islam - The creation story in [Islam](#) is not found in one place in the [Qur'an](#). It is scattered here and there, each rather briefly. It is, however, quite similar to the [Genesis](#) account.

- **Hinduism** - The [Hindu/Vedic](#) texts such as the [Scrimad Bhagavatam](#) describe that [God](#) in his form of the Primeval "[Maha-Vishnu](#)" lies on the "causal ocean" and as he exhales, a countless number of universes are created from the pores in his skin. Then as he inhales, they are brought back into his body and become un-manifest again until the time of his next outward breath. Each breath is equivalent to many billions of years according to our calculation.

Subject Specific Vocabulary

God	Who Christians believe is the creator and ruler of the universe.
Creation	The action or process of bringing something into existence.
Bible	The Christian Holy Book which contains the old and new testament.
Adam and Eve	Who Christians believe were the first people on earth to be created by God.
Sins	An action that is or is felt to be bad.
The Fall	This happened when Adam and Eve disobeyed God's instructions.

Gospel Value:

Grateful and Generous- To be grateful for the gift of the world

RE Knowledge Organiser

LKS2 Year A– Spring 2



Christianity:

Why do Christians call the day Jesus died 'Good Friday'?

Topic Overview

- Christians see Holy Week as the end of Jesus' earthly life, leading to his death and resurrection.
- The events of Holy Week were important in showing the disciples what Jesus came to earth to do.
- Christians today trust that Jesus really did rise from the dead and so is still alive today.
- Christians remember and celebrate Jesus' last week, death and resurrection.
- For Christians, Palm Sunday, Good Friday and Easter Sunday are times to remember the joy, sadness or despair and hope felt by the followers of Jesus, and Jesus himself.
- Christians believe Good Friday was necessary as it allowed the resurrection to happen - good came from the crucifixion as Jesus died for people's sins.
- Christians believe Jesus was resurrected to be with his Father, God. This gives Christians hope that when they do things wrong they can be forgiven, and that when they die they will go to heaven.

Links with other religions

- **Bilal (Islam)**. Bilal listened to the words of the prophet and believed that there was only one God. He stood up for his beliefs even when he was punished.
- **Guru Arjan (Sikhism)**. The fifth Guru was sentenced to death by Emperor Jahangir after refusing to stop teaching Guru Nanak's message.

Key Vocabulary	Definition
Holy Week	The week before Easter, starting on Palm Sunday.
Resurrection	The rising of Jesus from the dead.
Disciples	Followers of Jesus.
Salvation	The act of delivering (or keeping away) from evil or saving from sin.
Gospels	Tell the life and teachings of Jesus. There are four Gospels in the New Testament of the Bible: Matthew, Mark, Luke and John.
Mary	The mother of Jesus.
Palm Sunday	The day Jesus entered into Jerusalem on a donkey.
Good Friday	The day Jesus was crucified and died.
Easter Sunday	The day of Jesus' resurrection.



Gospel Value:

Learned and-Wise To learn and share the reasons why Jesus died and saved us

RE Knowledge Organiser

LKS2 Year A– Summer 1



Hindu World Views:

How can Brahman be everywhere and everything?

Topic Overview

- Hindus believe in a universal soul or God called Brahman.
- They believe that there is a part of Brahman in everyone and this is called the Atman.
- Hindus believe that Brahman takes on many forms which some Hindus worship as gods or goddesses.
- The essence of each god is Brahman.
- These gods are sent to help people find/understand the universal God (Brahman).
- There are three main Hindu deities (the trimurti): Brahma - creator, Vishnu - preserver and Shiva - destroyer.
- Most Hindus have a personal god or goddess to whom they pray to regularly.
- Hindus believe that Brahman is present in all things.
- They believe that Brahman is eternal and everywhere at once.
- Hindus use images and objects to portray God. Hindus do not worship these, but worship Brahman through them.
- Hindus are free to worship God in a variety of forms.
 - **Salt in Water**
You know the salt is in the water but you can't see it. Brahman is present everywhere although you don't see him.
 - **The Fig Seed**
You cannot see Brahman, as you cannot see the inside of the tiny seed of a fig, but Brahman is there and gives life to all, as the seed produces the fig tree.

Links with other religions

- **Allah (Islam):** Muslims believe in one God (Allah) and worship only Allah. They believe Allah has no shape or form. Muslims believe Allah is eternal - He has always existed and will always exist.
- **God (Judaism):** Jews believe that there is only one God and God alone should be worshipped. They believe that God is eternal - He has always existed and will always exist.
- **Waheguru (Sikhism):** Sikhs believe that there is only one God who is eternal. They believe that a part of Waheguru is within all beings. There are no images of Waheguru.
- **Trinity (Christianity):** Christians believe there is one God who is the Father, Son and Holy Spirit.
- **Omnipresence (Christianity/Islam/Judaism):** Christians, Jews and Muslims believe God/Allah is omnipresent - he is present everywhere in the world, at all times.
- **God (Buddhism):** Most Buddhists do not believe in God.

Key Vocabulary	Definition
Brahman	The Hindu name for the Universal Spirit that is everywhere and part of everything.
Atman	Eternal self. Often referred to as 'spirit' or 'soul.' It indicates our true self which underpins who we are.
Universal	Relating to or affecting all.
Deity	A god or goddess.
Essence	The basic or most important idea or quality of something.
Chadogya Upanishad	One of the Hindu holy books.
Trimurti	Having three forms. Refers to the three main aspects of Brahman.



Gospel Value:

Curious and Active- To be curious about how a soul can be all around and support Hindus in their life

RE Knowledge Organiser

LKS2 Year A–Summer 2



Hindu World Views:

Would visiting the River Ganges be important for a non-Hindu?

Overview

- Pilgrimage is important to Hindus.
- Pilgrimage sites are known as **tirtha**, which means '**crossing place**'. This is because a tirtha is a place where gods or goddesses are believed to come to earth.
- **Varanasi** is a city in India which has more than 200 temples. It lies on the banks of the **river Ganges** (Ganga in Sanskrit).
- **Ganga** is worshipped as a goddess.
- Hindus believe Varanasi is one of the best places on earth for their ashes to be scattered after they pass away
- Bodies can be cremated on a traditional **funeral pyre** and scattered in the **sacred** waters of the river.

Links with other religions

Christians - **Lourdes** in south-west France is a place of pilgrimage dedicated to **Mary, mother of Jesus**.

Muslim - **Hajj** is a pilgrimage that every Muslim tries to undertake in their lifetime.

Jews - **Western Wall: Kotel** in Hebrew and is an important place of **pilgrimage** for Jews in Jerusalem.

Buddhists - Before **the Buddha** died, he told his followers to remember him by going on pilgrimage to four holy places.

Vocabulary

River Ganges	A sacred river that flows through India and Bangladesh.
Ritual	A ritual is a set of actions that are followed carefully.
Cleanse	Hindus believe that bathing in the River Ganges can cleanse or wash away sins.
Pure	To be pure is to be without sin.
Pilgrim	A person who journeys to a sacred place for religious reasons.
Pilgrimage	Is a sacred journey, undertaken for religious reasons.
Life Cycle	Hindus believe in a life cycle of birth, death and rebirth.

Gospel Value:

Curious and Active- To be curious about the pilgrimage Hindus and Muslims make

RE Knowledge Organiser

LKS2 Year B– Autumn 1



Buddhist World Views:

Is it possible for everyone to be happy?

Topic Overview

- The Buddha realised that there are lots of things in life that hurt people or cause them not to be happy like illness.
- He also realised that having lots of money and riches may not make someone happy.
- One of the most important things the Buddha discovered was that trying to lead a good life which helps others and does not hurt people or animals would help someone be happy.
- The Buddha realised that neither a lavish life of luxury nor a life of self-denial and starvation brought him happiness.
- Instead, the Buddha taught 'The Middle Way' - a life between luxury and self-denial.
- The Middle Way (also known as the eight-fold path) is a code of practice or way of life that leads to true happiness.
- Buddhists believe that if they follow the 'Middle Way' they are on the way to less suffering and more happiness.
- Buddhists believe that happiness is a state of mind. The real source of happiness must lie within the mind.
- If our mind is pure and peaceful we shall be happy, but if it is impure and hostile, we can never be truly happy - no matter how hard we try to change our external lives.
- Buddhists believe the more you want, the more unhappy life is.
- Getting what you want does not guarantee happiness.

The Story of the Buddha

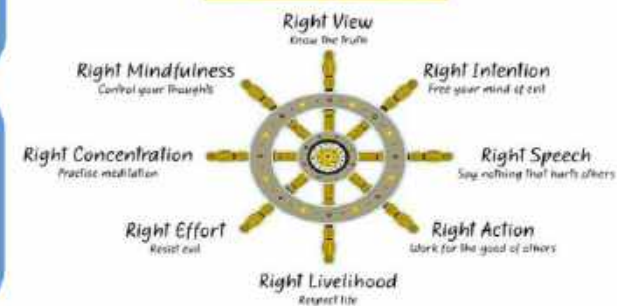
- Siddhatha Guatama was born into a royal family. His advantoged life protected him from the sufferings of life like sickness and death.
- When he saw these sufferings, Siddhatha wanted to escape the sufferings he had seen by giving up his kingdom and becoming a holy man.
- He wanted to find a way to be happy and to not suffer.
- One day, Siddhatha sat beneath a Bodhi tree and began to meditate.
- He realised that being happy was all about how people think about things that helps them to be happy.
- He had achieved enlightenment.
- The Buddha travelled throughout India teaching the truth he had discovered to others.

Links with other religions

- Every religion has its own beliefs about human suffering, for example:
- **Islam:** Many Muslims believe that suffering can be caused by the selfishness and evil of human beings which leads to bad decisions. They can overcome suffering in their own lives and help to ease the suffering of others by following Allah's (God's) path.
- **Sikhism:** Suffering is valued because Sikhs believe that suffering can draw a person closer to God as people tend to forget God when times are good and turn to God in bad times.
- **Judaism:** God created everything, so God must have created suffering. Jews believe suffering is part of God's plan for humanity.
- **Hinduism:** Hindus believe in karma. Most Hindus believe that their suffering is a result of their own actions.
- Different religions also have different beliefs about happiness, for example:
- **Sikhism:** Sikhs believe they should be content (satisfied) with the life that they have been given by Waheguru (God). They believe that contentment leads to happiness.
- **Hinduism:** According to Hinduism, happiness comes mainly from one's own actions, past life karma, actions of gods and others, and the grace of God. Hindus believe they have a better chance of being happy and enjoying life if they follow the four main aims of Hinduism (purusharthas).

Key Vocabulary	Definition
Buddha	The Buddha was a human being (not a god or prophet) who became "enlightened."
Eight-Fold Path	The Buddha's practical instructions to reach the end of suffering and find happiness.
Luxury	A state of great comfort, especially when involving great expense.
Self-denial	The refusal of one's own interests and needs.
State of mind	A person's thoughts and feelings.
Hostile	Showing or feeling opposition or dislike; unfriendly.
External Lives	Every need and possibility outside our minds.
Guarantee	A promise that something will be or will happen.

The Noble Eightfold Path



Gospel Value:

Grateful and Generous- To be grateful for our own lives and happiness, and generous in how we treat others

RE Knowledge Organiser

LKS2 Year B– Autumn 2



Christianity:

People of God : What is it like for Christians to follow God?

Overview

- The Old Testament tells the story of a particular group of people, the children of Israel, known as the People of God- and their relationship with God.
- The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them and Bible stories show how God keeps his promises.
- The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worship God.
- Christians believe that through Jesus, all people can become the People of God.
- Old Testament focuses on the friendship between God and individuals where New Testament introduces Jesus and his followers and our relationship with God
- Stories of Noah and Abraham

Links with other religions

Hinduism - A story involving Lord Vishnu and King Sraddhadeva Manu (a.k.a. Vaiyasata Manu) is found in the Hindu chronicle Matsya Purana - links with the story of Noah

Judaism - According to the Jewish Encyclopedia, "The Book of Genesis contains two accounts of Noah." In the first, Noah is the hero of the flood, and in the second, he is the father of mankind and a husbandman who planted the first vineyard.

Islam - Noah is a highly important figure in Islam and he is seen as one of the most significant of all prophets.

Key Vocabulary

Word	Definition
Covenant	Agreement or promise between God and Abraham, God and Noah or between two people.
Abraham	Regarded as the 'Father' of the Jewish people. An Old Testament hero.
Noah	A Hebrew man who was commanded by God to build an ark for his family and two of every kind of.
Marriage vows	Public promises made between two people being joined by law. They pledge to be faithful to one another all their
Baptism vows	Public promises made by someone who wishes to join the church and is immersed or sprinkled with water.
Personal cost	The act of doing something to benefit someone else and putting themselves last.

Gospel Value:

Curious and Active- To be active in the way in which we follow God

RE Knowledge Organiser

LKS2 Year B– Spring 1



Buddhist World Views:

Can the Buddha's teachings make the world a better place?

Topic Overview

- Buddhists believe that Siddhatta taught many truths.
 1. Everything changes and people don't want it to.
 2. Life involves suffering and this suffering is caused by selfishness.
- The Buddha teaches that people need to accept that everything changes - it is a natural part of life and should be embraced rather than feared.
- The Buddha believed greed and selfishness could be stopped.
- He taught that to live a good life without being selfish or greedy would make the world a better place.
- To help people know what to do and not to do, he gave them the eight-fold path.
- Buddhists believe the eight-fold path leads to happiness and freedom from suffering.
- The eight-fold path is sometimes called 'The Middle Way' - it is a middle way between a life of luxury and a life of extreme hardship.
- The Dharma wheel represents the eight-fold path because it has 8 spokes. Just as every spoke is needed for the wheel to keep turning, Buddhists need to follow each step of the path.

Links with other religions

- **God** (Judaism/Christianity). Jews and Christians believe God gave Moses the 10 Commandments which teach them how they should aim to live. Jews believe that following the commandments helps them to become better people.
- **Jesus** (Christianity). Jesus was known as Rabbi or teacher as he taught people a lot about how they should live and the decisions they should make. Some of Jesus' teachings include: love your neighbour, forgive others, say sorry for your sins, love your enemies and don't judge others.
- **Gurus** (Sikhism). Sikhs follow the teachings of the 10 Gurus. Some of these teachings include: all human beings are equal, forgive others, live truthfully and serve others. Values of compassion, humility, honesty, generosity and service are shared through the teachings of the Gurus.

Key Vocabulary	Definition
Buddha	The Buddha was a human being (not a god or prophet) who became "enlightened."
Enlightenment	When a Buddhist finds the truth about life.
Meditation	A way of taking control of the mind so that it becomes peaceful and focused.
Suffering	The state of undergoing pain, distress, or hardship.
Greed	Intense and selfish desire for something, especially wealth, power, or food.
Selfishness	Lack of thought for other people.
Eight-Fold Path	The Buddha's practical instructions to reach the end of suffering.



Gospel Value:

Learned and Wise- To learn about the way in which others live and wise to use this knowledge to improve our own

RE Knowledge Organiser

LKS2 Year B– Spring 2



Christianity:

Is forgiveness always possible for Christians?

Overview

- Christians celebrate Holy Week. This is divided into several parts
- Jesus enters Jerusalem on Palm Sunday. He is greeted as a hero.
- Jesus is betrayed by a friend, Judas and arrested in the Garden of Gethsemane
- On Good Friday, Jesus, along with two thieves, is crucified and dies
- Jesus is placed in a tomb.
- Three days later, on Easter Sunday, the tomb is found empty by Jesus' friends
- Christians believe that Jesus rose from the dead. This is called resurrection.
- Many Christians believe that Jesus gave his life willingly to repair the damage done between humans and God. They believe it to be Jesus' sacrifice: a price he was willing to pay
- Christians believe that people deserve punishment if they sin. Jesus was punished for the sins of all. By dying he lifted sins from all people
- Christians believe that Jesus' death was not the end

Links with other religions

Judaism - In **Judaism**, if a person causes harm, but then sincerely and honestly apologizes to the wronged individual and tries to rectify the wrong, the wronged individual is encouraged, but not required, to grant forgiveness

Islam - **Islam** teaches that **Allah** is **Al-Ghaffur** "The Oft-Forgiving", and is the original source of all forgiveness (**ahufuran**). Seeking forgiveness from **Allah** with **repentance** is a **virtue**.

Buddhism - In **Buddhism**, forgiveness is seen as a practice to prevent harmful thoughts from causing havoc on one's mental well-being

Forgiveness	A conscious, deliberate decision to release feelings of resentment or vengeance toward a person or group who has harmed you.	Disciples	The 12 followers of Jesus Christ.
Last supper	The Last Supper was the meal eaten by Christ with his disciples on the night before his Crucifixion.	Stations	The artistic representation of the different stages of the Easter story.
Crucifixion	An ancient form of execution in which a person was nailed or bound to a cross.	Salvation	Rescue
The Lord's Prayer	The prayer taught by Christ to his disciples.	Temple	Jewish place of worship.
What are the Christian views about forgiveness?	Christians believe that Jesus' death was a sacrifice and offers them forgiveness from God. With Jesus' help they can do their best to forgive other people.	Peter	One of Jesus' disciples who denied knowing him three times.

Gospel Value:

Compassionate and Loving- To empathise with others and show compassion by forgiving

RE Knowledge Organiser LKS2 Year B– Summer1



Buddhist World Views:

What is the best way for a Buddhist to lead a good life?

Topic Overview

- The Buddha said there are 8 things people can choose to do to help them lead good lives which would make the world better for everybody and everything.
- The Eight-Fold Path helps people know which decisions/choices are good.

Right Viewpoint - You should look at life in the right way (i.e. being positive)

Right Thought - You should think about others, not just yourself

Right Speech - You should talk to people properly, with respect

Right Action - You should act in a way that does not hurt people e.g. no killing or stealing

Right Living - Your job must help, not harm other people or animals

Right Effort - You should do the best that you can

Right Awareness - You should be sensitive to the needs of others and think about those around you.

Right Concentration - You should focus your mind on what needs to be done. You might concentrate by using meditation.

Links with other religions

- **Code of Practice** (different religions). Many religions have rules which believers try to follow in order to live a good life, for example: The 10 Commandments (Judaism/Christianity), The 5 Pillars of Islam (Islam) and The 3 Golden Rules (Sikhism).
- **The Five Pillars of Islam** (Islam). Muslims try to live a good and responsible life by following the Five Pillars of Islam.
- **A Good Life** (Sikhism). Sikhs believe that your actions are important and you should lead a good life. A good life is lived as part of a community, by living honestly and caring for others. To live a good life a person should do good deeds as well as meditating on God.
- **Mitzvot** (Judaism). The mitzvot are Jewish laws. There are 613 mitzvot in the Torah and they guide Jews on how to live a good life.
- **Purusharthas** (Hinduism). The purpose of life for Hindus is to achieve four aims, called Purusharthas. These aims provide Hindus with opportunities to lead a good life.
- **The 10 Commandments** (Christianity). According to Christian belief, the Ten Commandments are important rules from God that tell Christians how to live good lives.

Key Vocabulary	Definition
Buddha	The Buddha was a human being (not a god or prophet) who became "enlightened."
Meditation	A way of taking control of the mind so that it becomes peaceful and focused.
Eight-Fold Path	The Buddha's practical instructions to reach the end of suffering.
Respect	Act in a way that shows you care about their feelings and well-being.



Gospel Value:

Intentional and Prophetic- To be intentional and conscientious in the way in which we live

RE Knowledge Organiser LKS2 Year B– Summer 2



Christianity:

Kingdom of God : When Jesus left what was the impact of Pentecost?

Overview

- Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven')
- Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him
- Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.
- Christians celebrate Pentecost as the beginning of the Church
- Pentecost is a Christian festival. It is celebrated on the seventh Sunday after Easter. It marks the coming of the Holy Spirit to the disciples. They believed that the power they received from the Holy Spirit enables them to speak other languages and spread the word of God.
- The Holy Spirit can be thought of as a battery: it powers Christians to do God's work
- The Lord's Prayer is recited by Christians and demonstrates their faith and belief they have in God.

Links with other religions

Judaism - In Judaism the Festival of Weeks (Hebrew: שבועות *Shavuot*) is a harvest festival that is celebrated seven weeks and one day after the first day of Passover (the Feast of Unleavened Bread) in Deuteronomy 16:9 or seven weeks and one day after the Sabbath referred to in Leviticus 23:16

Subject Specific Vocabulary

Christian	A person who believes in Christ and his teachings.
Jesus	God's son, who Christians believe came to earth.
God	The creator and ruler of the universe and source of all moral authority; the supreme being.
Holy Spirit	The third person of the Trinity – this is God active in the world.
Resurrection	The time when Jesus rose from the dead.
Disciples	These are 12 of Jesus's friends who helped him spread the word of God.
Bible	The Christian Holy book which consists of the old and new testament.
Pentecost	A Christian festival that marks the coming of the Holy Spirit.

Gospel Value:

Faith-filled and Hopeful- To be consumed by the belief of the Holy Spirit and the hope this brought to Jesus' disciples

RE Knowledge Organiser UKS2 Year A– Autumn 1



Sikh World Views:

How far would a Sikh go for his religion?

Topic Overview

- Explain why some things I do are more important than others and what difference that makes
- Use the right words to describe some of the ways Sikhs show their religion is important to them
- Explore which practices are more important to Sikhs than others
- 5 Sikh beliefs:
 - God is in everything (Sikhs see God as an energy source rather than as a physical entity)
 - It is a Sikh's duty to serve others
 - All people should be treated as equals
 - Sikhs should share what they can with others
 - Sikhs should earn their living honestly

Links with other religions

- All religions covered so far- linking to important practices
- Islam- Correlation between 5 Pillars of Islam and the 5K's

Meanings of the 5ks
Kesh - uncut hair – strength & holiness
Kara – steel bracelet – God has no beginning and no end.
Kanga – wooden comb – clean body and mind.
Kachha – shorts – modesty
Kirpan – sword – spirituality



Vocabulary

Langar	The langar, or free food kitchen, is a community act of service, or 'sewa' for Sikhs.
5 Ks	Khalsa Sikhs wear five symbols – called the five Ks, or Panj Kakka - to show their devotion to Sikhism. They are Kara, Kachera, Kirpan, Khalsa, Kesh and Kanga.
Anand Karaj	The name for Sikh marriage.
Khalsa	The Sikh community of men and women is known as the Khalsa which means the 'Community of the Pure'.
Guru Nanak	Guru Nanak is widely regarded as the founder of Sikhism.
Gurdwara	The Sikh place of worship.
Guru Granth Sahib	The holy book of Sikhism.

Gospel Value:

Attentive and Discerning- To consider your own experiences and be discerning in the choices you make because of them

RE Knowledge Organiser

UKS2 Year A– Autumn 2



Christianity: Was Jesus the Messiah?

Topic Overview

- Jesus was Jewish.
- Christians believe Jesus is God in the flesh.
- They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.
- The Old Testament talks about a messiah. Some texts talk about what this 'messiah' would be like.
 - A special person sent by God.
 - Someone to make Israel a great nation and bring peace to the world.
 - A king for Israel to bring the country back to God.
 - A military leader to fight and defeat the enemy.
 - Someone descended from King David.
 - A great leader like David.
 - Someone born in Bethlehem.
- Christians believe that Jesus fulfilled these expectations, and that he is the Messiah.
- Christians see Jesus as their Saviour.
- For Christians, Christmas is a time of celebration of the arrival of the Messiah.
- The Christian Church use Advent as a time of preparation for the arrival of Jesus.

Links with other religions

- **Messiah** (Judaism). Jewish people believe that a Messiah will come to save them. They do not believe that Jesus is the Messiah. They are still waiting for the Messiah prophesied in the Tanakh (Old Testament).
- **Messiah** (Islam). Muslims accept the Jewish belief that there were prophecies about the coming of the Messiah. They also accept the Christians claim that Jesus was the expected Messiah. Muslims, however, do not believe that Jesus was the Son of God. In the Qur'an, Jesus is recognised as a Messiah as well as a prophet or messenger of God.
- **Mahdi** (Islam). The Mahdi is another messianic figure in Islam. Some Muslims believe the Mahdi will change the world into a perfect and just Islamic society.
- **Maitreya** (Buddhism). In Buddhism, Maitreya plays a similar function to a Messiah. Buddhists believe that Maitreya is the future Buddha who will appear on earth, achieve enlightenment and teach the dharma (law/teachings of the Buddha). Maitreya will guide people who have failed to follow Buddhist teachings to enlightenment.



Key Vocabulary	Definition
Restore	To put or bring back to an earlier or original state.
Messiah	A 'rescuer' or 'anointed one.'
Old Testament	The first of the two main parts of the Bible, which records the history of the Jewish people before the birth of Jesus.
New Testament	The second of the two main parts of the Bible, containing the books written after the birth of Jesus Christ.
Saviour	One who saves from any form or degree of evil.
People of God	People of God is a description in the Old Testament that applies to the Israelites and that in the New Testament applies to Christians.
Prophecy	A prediction of what will happen in the future.
Advent	A season marking the preparation for and celebration of the birth of Jesus

Gospel Value:

Intentional and Prophetic- To learn from the Bible about people's view of Jesus and share this knowledge with others

RE Knowledge Organiser

UKS2 Year A– Spring 1



Sikh World Views:

Are Sikh stories important today?

Topic Overview

- Develop their knowledge and understanding of religions and world views.
- Develop their understanding of ethical and moral questions and extend their knowledge of the moral codes upon which faiths are based.
- Develop a knowledge and understanding of a range of sources including sacred writings and subject specific vocabulary.
- Explore the connection between belief and values, understanding that actions are based on a belief about what is right and wrong
- I can remember a Sikh story, talk about it and explain why stories are important to me and to other people.
- I can retell a Sikh story and start to explain its meaning.
- I can talk about how a Sikh story has meaning to me. |
- I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important.
- I can understand how what Sikhs learn from stories can influence how they behave.

Links with other religions

- All religions- what is their special book? What stories are memorable? Why? What is the purpose of reading, sharing and retelling these stories?



Vocabulary

Guru Granth Sahib	The holy book of Sikhism.
Guru Nanak	Guru Nanak is widely regarded as the founder of Sikhism.
Inequality	Is referring to people being less than equal.
Courage	The ability to do something that frightens a person.
Khalsa	The Sikh community of men and women is known as the Khalsa which means the 'Community of the Pure'.
Guru	A spiritual teacher.
Gurdwara	The Sikh place of worship.

Gospel Value:

Learned and Wise- To immerse ourselves in the stories from the Guru Granth Sahib and wise in the links we can make to the Bible

RE Knowledge Organiser

UKS2 Year A– Spring 2



Christianity:

What did Jesus do to save human beings?

Topic Overview

- The New Testament says that Jesus' death was 'for us'.
- They believe Jesus' death was a sacrifice - he gave his life for others.
- Jesus willingly sacrificed his own life for the greater cause of taking punishment for sins away from humans for all time.
- Christians believe that Jesus died to save people - to rescue them from their sins and to bring them back to God.
- Christians remember Jesus' sacrifice for them every time they take Holy Communion.
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.
- Christians also believe that Jesus does not just show them the way to heaven, he actually is the way. Through Jesus' sacrifice, he opens the way to heaven.
- Christians believe that God loves them and that Jesus saves them from a terrible fate – life without God after they die. As a result, they want to please Jesus, and show gratitude for his sacrifice on the cross. This means that they want to follow Jesus' teachings.

Links with other religions

- **Abraham (Judaism)**. According to the Torah, God commanded Abraham to offer his son Isaac as a sacrifice as a test of his faith.
- **Eid ul-Adha (Islam)**. Eid ul-Adha is a festival which remembers the prophet Ibrahim's willingness to sacrifice his son when ordered to by Allah (God). By taking part in this festival, Muslims show that they too are prepared to sacrifice their lives for God.
- **The Khalsa (Sikhism)**. The Khalsa remembers five volunteers who were prepared to offer their lives for Waheguru (God) and Guru Gobind Singh. Their commitment is an example of SEWA - a willingness to serve others without thought for their own wellbeing.
- **Guru Arjan and Guru Tegh Bahadur (Sikhism)**. Both Guru Arjan and Guru Tegh Bahadur sacrificed their lives for what they believed in. Guru Arjan was killed for refusing to stop preaching Guru Nanak's message and Guru Tegh Bahadur was killed while standing up for the rights of Hindus.



Key Vocabulary	Definition
Gospels	The Gospels in the New Testament give accounts of Jesus' death and resurrection.
Sacrifice	*To give up something that is valuable to you in order to help another person. *To kill an animal or a person and offer them to a god or gods.
Holy Communion	Christians take Holy Communion at church (bread and wine) in remembrance of the body and blood of Jesus that was broken and poured at the cross.
Stations of the Cross	A series of images showing Jesus on the day of his crucifixion.
Responsible	Being the cause of something.
Symbolism	The use of symbols to represent ideas or qualities.
Salvation	The saving of human beings from death and separation from God by Jesus' death and resurrection.
Martyr	A person who is killed because of their religious or other beliefs.

Gospel Value:

Grateful and Generous- To be grateful for the sacrifice made by Jesus to save us all

RE Knowledge Organiser

UKS2 Year A– Summer 1



Sikh World Views:

What is the best way for a Sikh to show commitment to God?

Topic Overview

- Use the right names for things that are special to Sikhs.
- Say how I feel about something special to Sikhs.
- Talk about one of the ways Sikhs show commitment to God.
- Say why I think this might be a good way of showing commitment to God.
- Describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways.
- Show I understand that Sikhs make choices about how they show commitment to God.
- Describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.
- Express what I think about the best way a Sikh could show commitment to God.
- Explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this.
- Give my opinion on what I think Sikhs should do to show commitment to God and explain why.

Links with other religions

- Islam/Buddhism/Hinduism/Christianity- how do people from these faiths shown their commitment to God? How does this differ for Sikhs?



Vocabulary

5Ks	Khalsa Sikhs wear five symbols – called the five Ks, or Panj Kakka - to show their devotion to Sikhism.
Turban	A man's head covering consisting of a long length of material wound around a cap or the head, worn especially by Sikhs.
Guru Granth Sahib	The holy book of Sikhism.
Sewa	Sewa means 'selfless service'. It involves acting selflessly and helping others in a variety of ways, without any reward or personal gain.
Guru	A spiritual teacher.
Gurdwara	The Sikh place of worship.
Langer	A community kitchen where free meals are served.

Gospel Value:

Curious and Active- To be curious about a Sikh's commitment to God and active in our own commitment to God

RE Knowledge Organiser

UKS2 Year A– Summer 2



Christianity:

What does it mean if God is holy and loving?

Topic Overview

- Use stories, poems, prayers and letters from people 'who know God personally'
- David, Isaiah and John claim to know God personally- what do they say?, how do they know?
- Explore church architecture: what do cathedrals show about what Christians believe about God?
- Identify and describe the purposes of a Church and its contents
- Consider how worship may help people to feel closer to God
- Reflect on people who don't believe in God- are Humanist ideas for living a more 'holy' or 'loving' response to human beings?
- Reflect on your own guidelines for living

Links with other religions

- Hinduism/Sikhism- worship by singing bhajans similar to Christian hymns



Important facts

Christians believe God is omnipotent, omniscient, and eternal, and that this means God is worth worshipping.

Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sins and injustice, but also loving, forgiving and full of grace.

Christians do not all agree what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.

Christians believe getting to know God is like getting to know a person rather than learning information.

Key vocabulary

Holy	The awesome, even terrifying part of God.
Loving	The intimate, personal aspect of God.
Omnipotent	Having unlimited power
Eternal	Being without beginning or end.
Omnipresence	The New Testament in introduces Jesus and his followers.
Omniscience	God has all knowledge.
Justice	The quality of being fair and reasonable.
Covenant	An agreement.
Reconciliation	The restoration of friendly relations.
Humanism	A system of thought attaching prime importance to human rather than divine matters (no God).




Gospel Value:

Compassionate and Loving- To learn from God's example of being loving and recreate this within our own relationships.

RE Knowledge Organiser

UKS2 Year B– Autumn 1



Islam:

What is the best way for a Muslim to show commitment to God?

Topic Overview


- The **five pillars of Islam** are central to Muslim life and worship.
- The **first pillar** of Islam is Shahadah. This is a statement which is repeated many times a day: *There is one God, Allah and Muhammad is his prophet.*
- The **second pillar** of Islam is Salat.
- Muslims believe it is their duty to pray to Allah five times each day to show their belief and be reminded of God so they do not forget about Him.
- Muslims believe they can worship God anywhere.
- Many Muslims choose to go to the **Mosque** for lunchtime prayers on a Friday, the Muslim holy day.
- The **third pillar** of Islam is Zakah - giving money to charity.
- Muslims think it is their duty to give to charity as everything they own belongs to God.
- The **fourth pillar** of Islam is Sawm.
- During the month of Ramadan every year, Muslims do not eat or drink at all during the hours of daylight.
- Muslims fast because Allah says in the Qur'an that they should. It is a way for Muslims to sympathise and understand what life might be like if they had no clean water or food to eat.
- Fasting is a way of showing that they are living in the way that God wants and remembering people who are hungry.
- Muslims believe it shows that their religion is the most important thing in their lives - more important than eating or drinking.
- The **fifth pillar** of Islam is Hajj.
- Muslims are expected to visit Mecca at least once in their lifetime.

Links with other religions

- **Lent** (Christianity). Christians fast during Lent to remember Jesus' sacrifice when he went into the desert to pray and fast for 40 days.
- **Yom Kippur** (Judaism). Jewish people fast for 25 hours during Yom Kippur so they can reflect and repent (apologise) for their sins.
- **SEWA** (Sikhism). Sikhs share their earnings and give to Charity as part of SEWA (selfless service). Many Sikhs donate one-tenth of their income to charity (daswandh).
- **Rules** (different religions). Many religions have rules which believers try to follow to show their commitment, for example: The 10 Commandments (Christianity/Judaism), The Three Golden Rules (Sikhism) and The Five Precepts (Buddhism).
- **The Mool Mantra** (Sikhism). The Mool Mantra means 'essential teaching' and gives a short description of what God is like. Sikhs frequently recite the Mool Mantra in worship, including their morning prayers. The first line is: 'There is only one God.'
- **The Apostles' Creed/The Nicene Creed** (Christianity). The Creeds are a summary of what the Church teaches and of what Christians together believe. The first line is: 'I believe in God, the father almighty.' One of the Creeds is usually recited during church services.
- **Pilgrimage** (different religions). Going on pilgrimage is a sacred duty for many faiths. For example: Jerusalem (Judaism), Bethlehem and Lourdes (Christianity), The Golden Temple (Sikhism) and Bodhi Gaya (Buddhism). *Pilgrimage is not compulsory for Christians or Sikhs.*
- **Sabbath** (Judaism/Christianity). The Jewish Sabbath is celebrated on Saturday and the Christian Sabbath is celebrated on Sunday.

Key Vocabulary	Definition
Commitment	A willingness to give your time and energy to a job, activity, or something that you believe in.
Allah	The Arabic word for God.
Duty	Something that you have to do because it is part of your job, or something that you feel is the right thing to do.
Qur'an	The holy book for Muslims. The word of Allah in Arabic.
Ramadan	Month of fasting.
Hajj	The pilgrimage to the holy city of Mecca.
Pillars of Islam	The five religious acts that are considered compulsory for all Muslims.
Mecca/ Makkah	The holiest city for Muslims. Mecca is a city in Saudi Arabia. The city was the birthplace of Muhammad (PBUH) who is considered to be the messenger of Islam.


Five Pillars
Act to Please Allah





Shahada-Declaration of Faith


لا إله إلا الله محمد رسول الله
(Lā ilāha illā Allāh, Muhammadun rasūlullāh)


There is no god but ALLAH, and Muhammad is the Messenger of Allah.











Gospel Value:

Curious and Active- To be curious about a Muslim's commitment to Allah and active in our own commitment to God

RE Knowledge Organiser

UKS2 Year B– Autumn 2



Christianity: What would Jesus do?

Topic Overview

- Discuss how the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin
- Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable
- Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.

Links with other religions

- Islam- Qur'an teaches through The Prophet Muhammed (Pbuh) often linked to ethical/moral stories on how to lead your life

Key Vocabulary

restoration	Returning something to what it was before	Parallels	What things are the same?
foundation	An underlying basis or principle	Sacrament	A religious ceremony or ritual
parable	An earthly story with a heavenly meaning	minister	A person in church that leads services and preaches
denial	Saying something is not true	Ethical dilemma	A moral choice has to be made between right and wrong

- Jews and Christians believe that God created the world.
- Genesis 1:1-2:3 is an ancient text that was written over 2,500 years ago.
- Some Christians believe that the story of creation is a literal account whilst others believe that it is more of a description of what God and creation are like.
- Literal understanding can lead to conflict with science.
- Some Christians believe that creation and science can be complementary.

Gospel Value:

Intentional and Prophetic- To learn from Jesus and to consider and be prophetic in the examples we set to others.

RE Knowledge Organiser

UKS2 Year B- Spring 1



Christianity:

Creation and Science: conflicting or complementary?

Topic Overview

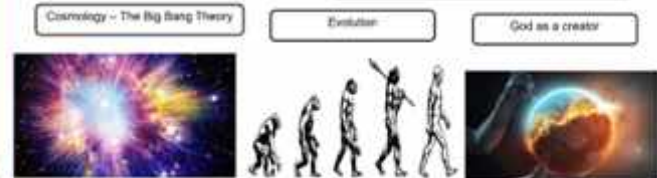
- Understand that there is controversy around the relationship between the accounts of creation in genesis and contemporary scientific accounts
- Understand that there are many scientists now who are also Christians
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator
- Engage in discussion about the two accounts of how the world was created

Links with other religions

- Islam- Allah is the Creator, who is eternal and not bound by time constraints
- Hinduism- Brahma, the creator who made the universe out of himself
- Buddhism and Sikhism do not make reference to a creation story

Key Vocabulary

creation	The idea that the world and everything in it has been created by God
conflicting	When two ideas do not work together
complementary	When two ideas work well together
cosmology	Learning about how the universe was created – most scientists believe this was due to 'The Big Bang'
evolution	The slow process of animals and plants changing over time
genesis	The first book of the bible – the beginning of which is about God creating the universe
psalm	A book, song or poem found in the bible.



Gospel Value:

Learned and Wise- To be open to learning about topics from different perspectives and wise in the way we articulate our own views.

RE Knowledge Organiser

UKS2 Year B- Spring 2



Christianity:

What does the Resurrection mean for Christians?

Topic Overview

- Understand that Christians read the 'big story' of the Bible as pointing out the need for God to save people.
- This salvation includes the ongoing restoration of humans' relationship with God.
- The Gospels give accounts of Jesus' death and resurrection.
- Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.
- This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).

Links with other religions

- Islam- Allah is the Creator, who is eternal and not bound by time constraints
- Hinduism- Brahma, the creator who made the universe out of himself
- Buddhism and Sikhism do not make reference to a creation story



Resurrection	In Christian belief- the rising of Christ from the dead.
Gentile	A person who is not Jewish
Sanhedrin	The Jewish supreme council
Sacrifice	In Christian belief- Christ's offering of himself in the Crucifixion. Give up (something valued) for the sake of other considerations.
Incarnation	A person who embodies in the flesh a deity, spirit, or quality. God 'in the flesh'
Salvation-theological definition	Deliverance from sin and its consequences, believed by Christians to be brought about by faith in Christ.
Restoration	To bring back to or put back something to a former or original state
Lamb of God	Jesus seen as a sacrificial Lamb of God. By willingly dying on the cross, Jesus freed the people from sin.
Eucharist	The Christian service, ceremony, or sacrament commemorating the Last Supper, in which bread and wine are consecrated and consumed

Big Story- Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God



Sacrifice, Resurrection, Hope

Gospel Value:

Grateful and Generous- To be grateful for the sacrifice made by Jesus and the blessings of each day.

RE Knowledge Organiser

UKS2 Year B- Summer 1



Islam:

Does belief in Akhirah help Muslims to lead a good life? (Part 1)

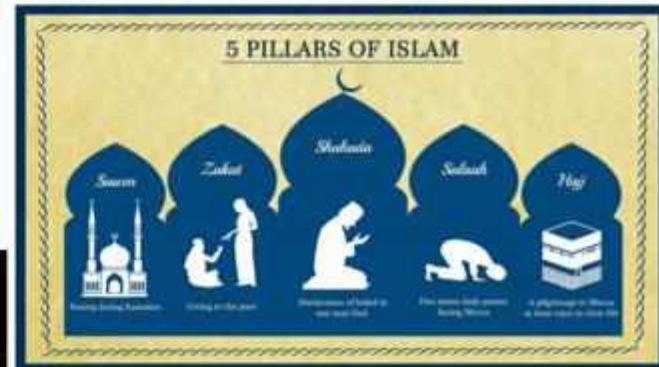
Topic Overview

- Muslims try to live 'good' lives - lives they believe will show love and respect to Allah, for example: by following the Five Pillars of Islam.
- Muslims believe that Allah will judge them when they die and weigh up the good things they have done against the not so good.
- They believe that their daily thoughts, words and actions will be used as evidence.
- This belief encourages Muslims to live in the 'right way' and try to do the right thing.
- Every Muslim will have a judgement day which will determine whether they go to heaven after they die.
- It may also determine which tier/part of Heaven they are allowed to go to.
- Muslims believe Allah will be fair and just: their after life will be what they deserve.
- The spiritual struggle or effort of every Muslim to follow the teachings of Allah in their own lives is called 'Greater Jihad'.
- Greater Jihad is an individual's personal struggle against evil. This evil might prevent you from doing the will of Allah. This is a daily feature in the life of a Muslim as they try to ensure that every aspect of their life is lived in line with Allah's will.

Links with other religions

- **Heaven** (Christianity). Christians believe those who believe in Christ and live good lives will be given eternal life in Heaven with God and Jesus.
- **Life after Death** (Judaism). While Jewish people believe there is a life after death, the details of this are unclear. Most Jews concentrate on living a good life today in the present, rather than what will happen when they die.
- **Samsara** (Sikhism). Many Sikhs believe that all beings have a soul (atma). The atma is a part of Waheguru within them. Through a series of reincarnations, Sikhs believe they will be purified and able to return to Waheguru.
- **Samsara** (Buddhism). The Buddha taught that humans are born an infinite number of times, unless they achieve Nirvana (enlightenment).
- **Samsara** (Hinduism). Most Hindus believe that humans are in a cycle of death and rebirth called samsara. When a person dies, their atman (soul) is reborn in a different body.
- **Karma** (Sikhism, Buddhism and Hinduism). Sikhs, Buddhists and Hindus believe that good actions will result in a better rebirth, while bad actions will have the opposite effect.
- **Yom ad-Din** (Judaism). Jews believe the Day of Judgement will occur after the coming of the Messiah. They believe that God will judge how good or bad people have been in order to decide their destiny in the afterlife.
- **Judgement Day** (Christianity). Many Christians believe that after death God will judge them for the deeds they have done or failed to do during their lifetime. Some Christians believe that this judgement will happen when they die. Others believe that there will be a Day of Judgement at the end of time, when everybody will be judged at the same time.

Key Vocabulary	Definition
Akhirah	Life after death.
Motivation	A reason or reasons for acting or behaving in a particular way.
Judgement	To form an opinion about through careful weighing of evidence.
Jihad	Struggle or effort.
Greater Jihad	Personal individual struggle against evil.
Righteous	Acting in accord with divine or moral law: free from guilt or sin.



Gospel Value:

Attentive and Discerning- To be perceptive of the world around us and respectful of the choices we each make.

RE Knowledge Organiser

UKS2 Year B- Summer 2



Islam:

Does belief in Akhirah help Muslims to lead a good life? (Part 2)

Topic Overview

- Muslims define Jihad in different ways, for some it is an individual daily struggle to do the right thing, to avoid evil and temptation.
- For some other Muslims, Jihad can be taken to mean literally fighting against a perceived enemy or evil, for example in a Holy War (a military Jihad).
- This has led some Muslims to take extreme action and even die for their faith as well as kill others in the belief that this action will lead them straight to paradise.
- Some Muslims interpret the Prophet Muhammad's (PBUH) words: 'the person who struggles so that Allah's word is supreme is the one serving Allah's cause,' to mean it is their duty to fight in order to make sure people know Allah's word is supreme.
- They believe they are being 'good' by doing this and some of them believe they will be rewarded with heaven when they die if they do.
- The Qur'an makes it clear that Muslims may fight in self-defence but must not start a fight or a war.

Links with other religions

- **The Bible (Christianity).** The Bible does not give Christians a clear answer about whether war is permitted or not. Most Christians believe that war should be avoided if possible, and should only be undertaken if all efforts to resolve an issue by peaceful means have failed. Christians believe God gave them life and that each human is made in the 'image of God'. Christians believe that life is sacred and should be protected. The 10 Commandments forbid murder. In Matthew, Jesus tells his followers to 'love your enemies'.
- **Ahimsa (Buddhism).** The principle of 'non-harm'. Most Buddhists try to practice ahimsa in their everyday lives and believe that it is wrong to show violence at any time.
- **War (Judaism).** Judaism teaches that war is sometimes necessary in self-defence and in order to bring about peace. Judaism also teaches that humans must not destroy life but preserve it. God created life, and life therefore belongs to God so only God can take away life. To take life is a sin and is against God's will.
- **Dharam Yudh (Sikhism).** Sikhs generally believe it is right to fight in cases of self-defence or for a righteous cause. They may fight for injustice but never for revenge. Sikhs must never be the first to draw their swords.
- **Ahimsa (Hinduism).** Many Hindus believe war is unavoidable when all attempts at peace-making have failed; some believe war is never right. Some Hindus would say it is the duty (dharma) of everyone to protect the innocent. If this means having to fight, then that is a necessary and acceptable form of evil. Some Hindus believe that violence in any form is wrong and a bad action resulting in bad karma.

Key Vocabulary

Definition

Akhirah	Life after death.
Influence	To affect or change how someone or something develops, behaves, or thinks.
Interpretation	An explanation or opinion of what something means.
Qur'an	Muslim Holy book.
Jihad	A personal struggle against evil.
Prophet	Individuals who were sent by God to serve as examples of ideal human behaviour and to spread God's message on Earth.
Just War	A war that might be acceptable to fight.
Lesser Jihad	A struggle or fight against the enemies of Islam.
Holy War	A war that has religion as the driving force; usually to defend it from attackers.

Fight in the way of Allah against those who fight against you, but begin not hostilities. Lo! Allah loveth not aggressors.

Qur'an 2:190

But if the enemy incline towards peace, do thou (also) incline towards peace, and trust in Allah: for He is One that heareth and knoweth (all things).

Qur'an 8:61

**DOES
JIHAD MEAN
HOLY WAR?**



Gospel Value:

Faith-filled and Hopeful- To be hopeful for the future according to our own beliefs.

KS1 Assessment

	Thinking about religion	Enquiring, investigating and interpreting	Creation and fall	God	Incarnation/ Salvation	Gospel
Working towards	<ul style="list-style-type: none"> • I can identify some features of religions and beliefs. • I can retell some simple religious, spiritual and moral stories. • I can describe some of the ways that people express their religion and beliefs. 	<ul style="list-style-type: none"> • I can identify what I find interesting and puzzling about life. • I recognise symbols of religious expression. • I know that some questions about life are too difficult to answer. 	<ul style="list-style-type: none"> • I know that Christians believe that God created the universe. • I can explain that Christians believe Earth and everything in it are important to God. • I can explain and give examples of how and why humans should care for the world. 	<ul style="list-style-type: none"> • I can name the Christians' holy book. • Christians believe God is loving, kind, fair, and also Lord and King. • I can describe how Christians worship God, and try to live in ways that please him. 	<ul style="list-style-type: none"> • I can retell the story of Jesus' birth. • I can explain why Jesus was a special baby. • I can describe how Christians celebrate Jesus' birth and Advent. 	<ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings show them the right way to live.
Working within	<ul style="list-style-type: none"> • I can identify and match features of religions and beliefs. • I can retell religious, spiritual and moral stories and interpret the message. • I can describe and give examples of ways that people express their religion and beliefs. • I can identify similarities and differences in features of religions and beliefs. 	<ul style="list-style-type: none"> • I can identify and discuss what I find interesting and puzzling about life. • I recognise and describe symbols of religious expression and ways people demonstrate their beliefs. • I know that some questions about life are too difficult to answer. 	<ul style="list-style-type: none"> • I can describe how Christians believe the world was created. • I can explain that Christians believe Earth and everything in it are important to God. • I can explain and give examples of how and why humans should care for the world because it belongs to God. 	<ul style="list-style-type: none"> • I can describe how Christians would find out more about their God by reading the Bible. • I can describe what Christians believe God is like, using some Bible stories to help me. • I can identify and give some examples of how Christians worship God, and try to live in ways that please him. 	<ul style="list-style-type: none"> • I can talk about Christians' belief that Jesus is God and that he was born as a baby in Bethlehem. • I can explain why Jesus was a special baby and discuss the good news he was said to bring. • I can describe and give examples of how Christians celebrate and prepare for Jesus' birth and Advent. 	<ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people and this includes being loved by God. • Christians believe Jesus is a friend to the poor and friendless. I can describe why this comforts Christians. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way.
Working beyond	<ul style="list-style-type: none"> • I can recall features of religious, spiritual and moral stories and other forms of religious expression. 	<ul style="list-style-type: none"> • I can identify and discuss what I find interesting and puzzling about life and share my 	<ul style="list-style-type: none"> • I can describe in detail how Christians believe the world was created. • I can explain that 	<ul style="list-style-type: none"> • I can talk about where Christians would find more information about their religion and God 	<ul style="list-style-type: none"> • I can talk about Christians belief that Jesus is God and that he was born as a baby in Bethlehem 	<ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people, this good news includes being loved

	<ul style="list-style-type: none"> • I can retell religious, spiritual and moral stories and interpret the message. • I can describe and give examples of ways that people express their religion and beliefs. • I can identify similarities and differences in features of religions and beliefs. 	<p>thoughts and examples.</p> <ul style="list-style-type: none"> • I can identify ways people demonstrate their beliefs. • I can consider and share questions about life that are too difficult to answer. • I can identify some possible meanings for symbols. 	<p>Christians believe Earth and everything in it are important to God.</p> <ul style="list-style-type: none"> • I can talk about God's unique relationship with human beings as their Creator and Sustainer. • I can explain and give examples of how and why humans should care for the world because it belongs to God. 	<p>and how the Bible is organised into the Old and New Testament.</p> <ul style="list-style-type: none"> • Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this. • I can discuss and give examples of how Christians worship God, and try to live in ways that please him. 	<ul style="list-style-type: none"> • The Bible points out that his birth showed he was extraordinary and that he came to bring good news. • I can explain how Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming. 	<p>by God, and being forgiven for bad things.</p> <ul style="list-style-type: none"> • Christians believe Jesus is a friend to the poor and friendless. I can give examples from the Bible to support this. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way. I can give examples from the Bible to explain this.
--	---	--	---	---	---	---

LKS2 Assessment

	Thinking about religion	Enquiring, investigating and interpreting	Creation and fall	God	Incarnation/ Salvation	Gospel
Working towards	<ul style="list-style-type: none"> • I can make links between beliefs, stories and practices. • I can comment on connections between questions, beliefs, values and practices. • I can describe similarities and differences within and between religions and beliefs. 	<ul style="list-style-type: none"> • I can make connections for features of different religions and beliefs. • I can identify and describe symbols for different religions. I can give some suggestions for the meanings of the symbols. • I can organise information and select relevant ideas about religion and beliefs. 	<ul style="list-style-type: none"> • I know Christians believe that God made the world. • I can retell the story of Adam and Eve including God's command to not to eat the fruit. • I know that some people don't believe that God made the world. 	<ul style="list-style-type: none"> • I know Christians believe God is Trinity; Father, Son and Holy Spirit. • I know that Christians try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. • I can describe what happens at a Baptism. 	<ul style="list-style-type: none"> • I know that the Gospel of Jesus is about setting a good example and healing the damage done by sin. • I can identify a range of Jesus' teachings from the Bible. 	
Working within	<ul style="list-style-type: none"> • I can compare and make links between beliefs, stories and practices. • I can identify the impacts of beliefs and practices on people's lives. • I can compare and comment on connections between questions, beliefs, values and practices. 	<ul style="list-style-type: none"> • I can investigate and connect features of religions and beliefs. • I can gather and organise information about religion and beliefs. I can use this to ask significant questions about religions and beliefs. • I can describe and suggest meanings for symbols and other forms of religious 	<ul style="list-style-type: none"> • I know Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall. • I can retell the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from 	<ul style="list-style-type: none"> • I know Christians believe God is Trinity. I can describe the three parts and what they represent. (Father, Son and Holy Spirit.) • I know that Christians find God hard to describe, so they use symbols, similes, and metaphors, in song, story, poems and art. I can use one of these methods to explore a God's representation. • I can describe what happens at a Baptism and can retell the story of Jesus' Baptism. 	<ul style="list-style-type: none"> • I can explain how Jesus' Gospel is not only to teach Christians how to set a good example but also how to resolve damage (created by sin) in the world. • I can identify and retell a range of Jesus' teachings from the Bible. • I understand how these texts are fixed the way that different Christians have interpreted them over the years and 	

		expression.	<p>God, Adam and Eve expelled from paradise.</p> <ul style="list-style-type: none"> • I understand that many Christians believe they are asked to be caretakers of God's creation and how people try to put this into action. 		will vary in in different cultures.
Working beyond	<ul style="list-style-type: none"> • I can identify the impacts of beliefs and practices on people's lives. • I understand the impact of beliefs and practices on individuals, groups and communities and can give examples to explain this. • I can compare and contrast religions and beliefs to identify similarities and differences. 	<ul style="list-style-type: none"> • I can investigate and connect features of religions and beliefs. • I can identify, describe and suggest meanings for a range of forms of religious expression, using appropriate vocabulary. • I can ask significant questions about religions and beliefs and suggest answers to some questions raised by the study of religions and beliefs. 	<ul style="list-style-type: none"> • I can retell the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise. Christians call this the Fall. • I can talk about Christians' belief that God wants to help people to get close to him again. He gives them guidelines and offers forgiveness when they fall short. • I understand that many Christians believe they are 	<ul style="list-style-type: none"> • I know that Christians believe God is Trinity: Father, Son and Holy Spirit. I can explain using words or illustrations, what this means to Christians and what each part represents. • I can express my representation of God using symbols, similes, metaphors, songs, stories, poems or art work. • I can find, retell and discuss Jesus' Baptism from the Bible. I can explain the symbolism of the dove appearing. I can connect the Trinity to modern day baptisms and the language of 'in the name of the father, son and the holy spirit' 	<ul style="list-style-type: none"> • I can explain how Jesus' Gospel is not only to teach Christians how to set a good example but also how to resolve damage (created by sin) in the world. I can connect this to a Christian's way of life. • I can identify, retell and describe the impact of a range of Jesus' teachings from the Bible. I can explain why Christian groups use these stories to relay messages and bring the stories to life. • I understand and can describe how these texts are fixed the way that different Christians have interpreted them over the years

stewards or caretakers of God's creation and can talk about examples where Christians have tried to put this idea in to practice.

and will vary in in different cultures.

UKS2 Assessment

	Thinking about religion	Enquiring, investigating and interpreting	Creation and fall	God	Incarnation/ Salvation	Gospel
Working towards	<ul style="list-style-type: none"> • I can explain connections between questions, beliefs, values and practices in different belief systems. • I can observe and identify the impact of beliefs on individuals and communities. • I can describe some of the ways that beliefs are expressed by people. 	<ul style="list-style-type: none"> • I can recognise diversity within religious expression. • I can identify the influence of different viewpoints within religions and beliefs. • I can interpret religions and beliefs from different viewpoints. 	<ul style="list-style-type: none"> • I can explain that there are different viewpoints about creation from Genesis and Scientific accounts. • I understand that not all Christian believe the same about the relationship between Creation and science. 	<ul style="list-style-type: none"> • I understand that Christians believe God is omnipotent, omniscient and eternal. However, I understand that some people do not believe that God exists. • I can identify different types of text in the Bible. 	<ul style="list-style-type: none"> • I understand that Jesus was Jewish. • I understand the meaning of Jesus' name in Greek and why he is often referred to as 'Messiah'. • I can describe how most Christians believe Jesus is God incarnate and God's long term plan to restore relationships between Humans and God. 	<ul style="list-style-type: none"> • I understand that the Gospel of Jesus is about setting a good example and healing the damage done by sin. I can make connections to how Christians use Gospel to lead good lives. • I can identify and retell a range of Jesus' teachings from the Bible. I can link some of these to the messages he wanted to convey.
Working within	<ul style="list-style-type: none"> • I can recognise and explain the impact of beliefs and ultimate questions on 	<ul style="list-style-type: none"> • I can refer to relevant sources and evidence for information to suggest answers for 	<ul style="list-style-type: none"> • I understand and can describe that Genesis and scientific accounts of creation hold 	<ul style="list-style-type: none"> • I understand that Christians believe God is omnipotent, omniscient and eternal. However, I 	<ul style="list-style-type: none"> • I understand that Jesus was Jewish but that Jews do not hold the same beliefs as Christians 	<ul style="list-style-type: none"> • I understand why Gospel is used by Christian groups to preach. I can explain how Jesus' Gospel is

	<p>individuals and communities.</p> <ul style="list-style-type: none"> • I can explain how and why differences in belief are expressed. • I can recognise the reasons that diversity exists within and between religions, beliefs and cultures. 	<p>questions raised by study.</p> <ul style="list-style-type: none"> • I can identify the different viewpoints within religions and beliefs and describe the influence they may have. • I can interpret the significance and impact of different forms of religious and spiritual expression. 	<p>different viewpoints.</p> <ul style="list-style-type: none"> • I understand the significance of Psalm 8. 	<p>understand that some people do not believe that God exists. I can describe the meaning of these terms.</p> <ul style="list-style-type: none"> • I can identify and give examples of different types of text in the Bible. 	<p>do about Jesus being the Messiah.</p> <ul style="list-style-type: none"> • I know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • I understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. I can give my opinion on whether Jesus was the Messiah supported with evidence from relevant sources. 	<p>not only to teach Christians how to set a good example but also how to resolve damage (created by sin) in the world.</p> <ul style="list-style-type: none"> • I can identify and retell a range of Jesus' teachings from the Bible, linking the stories with Jesus' message. • I understand how these texts are fixed the way that different Christians have interpreted them over the years and will vary in in different cultures. I can give an example of these stories.
<p>Working beyond</p>	<ul style="list-style-type: none"> • I can explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. • I can explain the reasons for, and effects of, diversity within and between religions, beliefs 	<ul style="list-style-type: none"> • I can suggest lines of enquiry to address questions raised by the study of beliefs and suggest answers using relevant sources and evidence. • I can identify the different viewpoints within religions and 	<ul style="list-style-type: none"> • I understand and can describe that Genesis and scientific accounts of creation hold different viewpoints. I can express my opinion based on the research and study I have done. 	<ul style="list-style-type: none"> • I understand that Christians believe God is omnipotent, omniscient and eternal. However, I understand that some people do not believe that God exists and back this up with reasoning. I can describe the 	<ul style="list-style-type: none"> • I can discuss the meaning of Jesus' name and the other names linked with this. • I know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and 	<ul style="list-style-type: none"> • I can explain and discuss how Jesus' Gospel is not only to teach Christians how to set a good example but also how to resolve damage (created by sin) in the world. I can connect this to a Christian's way of life. • I can identify, retell

	<p>and cultures.</p> <ul style="list-style-type: none"> • I can use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. 	<p>beliefs and explain how these could influence others.</p>	<ul style="list-style-type: none"> • I can explain the significance of Psalm 8. 	<p>meaning of these terms.</p> <ul style="list-style-type: none"> • I can give an example of how biblical ideas about holiness, love or forgiveness have made a difference in the world for example Coventry Cathedral. 	<p>resurrection were part of a longer plan by God to restore the relationship between humans and God.</p> <ul style="list-style-type: none"> • I can validate my point of view by answering the question 'Was Jesus the Messiah?' supported by a reasoned argument. 	<p>and describe the impact of a range of Jesus' teachings from the Bible. I can explain why Christian groups use these stories to relay messages and bring the stories to life.</p> <ul style="list-style-type: none"> • I can describe and give examples of how these texts are fixed the way that different Christians have interpreted them over the years and vary in in different cultures.
--	--	--	--	--	--	---