



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



YEAR GROUP	6
SUBJECT	RE
KEY VOCABULARY	Creation, timeline, Christians, purpose, interpret, Creator, science, faith, conflict, complementary, Gospel texts, parable, teachings, narrative, interpretation, charity, community, biblical, peace, forgiveness, healing, Muslim, Islam, hajj, mosque, Kingdom, incarnation, salvation, Ramadan, Sawm, pilgrimage, beliefs, practise, Qu'ran, generosity, self-restraint, self-discipline, fast, values, scriptures
END POINTS KNOWLEDGE	<ul style="list-style-type: none">• I know the importance of Creation on the timeline of the 'big story' of the Bible.• I know what type of text some Christians say Genesis 1 is, and understand its purpose.• I can suggest what Genesis 1 might mean, and compare my ideas with ways in which Christians interpret it, showing awareness of different interpretations.• I know how to make clear connections between Genesis 1 and Christian beliefs about God as Creator.• I know why many Christians find science and faith go together.• I know, and can identify, key ideas arising from my study of Genesis 1 and comment on how far these are helpful or inspiring.• I know how to use what I have learnt to weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.• I know features of Gospel texts (for example, teachings, parable, narrative).• I know how to suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.• I know how to make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Eg through charities such as Tearfund, Crisis at Christmas• I know how to relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of my own life and the life of my own community in the world today, offering insights of my own.• I know some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam especially Sawm (fasting) and Hajj (pilgrimage) and can analyse their importance within the Muslim faith• I know how to find out about and respond with my own ideas about these beliefs and practices• I know how to describe and reflect on the significance of the Holy Qur'an to Muslim people• I know some of the forms of guidance that Muslim people use and compare them to the forms of guidance that I follow• I know that the five pillars of Islam are practised by Muslim people including by Muslim people living in Britain today• I know that Muslim people believe that they must fast during daylight hours during the month of Ramadan in order to understand more about self-discipline, self-restraint and generosity and to spend time in prayer (Sawm)



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	<ul style="list-style-type: none"> • I know that Muslim people believe that it is their duty to perform hajj (pilgrimage) to Mecca, the most sacred Muslim site, at least once in their lifetime if they are able • I know that the five pillars of Islam are both valuable and challenging for Muslim people and that they make a difference to individuals but also to the whole of the Muslim community (Ummah). • I know the place of Incarnation and Salvation within the timeline of the 'big story'. • I know how to suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. • I know how to explain the connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. • I know how to make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • I know how Christians put their beliefs into practice in different ways. • I know why some people find belief in the Resurrection makes sense and inspires them. • I know how to offer and justify my own responses as to what different beliefs in Resurrection might make to how people respond to challenges and problems in the world today. • I know how to make connections between examples of religious creativity (buildings and art eg in the mosque) I know how to show understanding of the value of sacred buildings and art • I know how to suggest reasons why some believers see generosity and charity as more important than buildings and art • I know how to apply ideas about values and from scriptures to the title question • I know how to make the connections between biblical texts and the concept of the Kingdom of God. • I know how to consider different possible meanings for the biblical texts studied, showing awareness of different interpretations (parables and teachings) • I know how to make clear connections between beliefs in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. • I know how to relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of my own life and the life of my own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.
<p>IT HELPS IF I ALREADY KNOW</p>	<p>GOD</p> <p>I know Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>I know Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</p> <p>I know Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</p> <p>I know Christians believe getting to know God is like getting to know a person rather than learning information.</p>



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INCARNATION

I know Jesus was Jewish.

I know Christians believe Jesus is God in the flesh.

I know 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 know The Old Testament talks about

a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.

Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)

I know Christians see Jesus as their Saviour

PEOPLE OF GOD

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SALVATION

I know 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.

I know Gospels give accounts of Jesus' death and resurrection.

I know The New Testament says that Jesus' death was somehow 'for us'.

I know Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.

I know Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).

I know 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.

JUDAISM

I can make connections between Jewish practice teaching from the Torah and their beliefs about God

I can give examples of Jewish festivals and explain how they impact Jewish people today



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I can explain the meaning and significance of Jewish rituals and practices.
I can comment thoughtfully on how the role of women varies within Judaism.
I can answer the key question from different perspectives, including my own.
I know Jewish people believe in one God and that the Shema prayer gives details of the ways in which Jewish people should live, worship God and pray.
I know Jewish people follow the teachings of the Torah. It teaches them how to pray, worship and how to treat others.
Yom Kippur and Rosh Hashanah are the holiest days for Jewish people, where they ask for forgiveness at the start of their new year.
I know Jewish people celebrate Pesach each year to remember God's rescue and faithfulness to the Israelites.
Tzedakah means 'healing the world' which is an important value in the Jewish faith as they are all challenged to care for the world that God gave them and the people who live upon it.

ISLAM

I can share some ideas about Muslim beliefs about God, making some links with some of the 99 Names of Allah
Re-tell some stories about the life of the Prophet Muhammad and recognize what they might say about him
Identify some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam and analyse their importance within the Muslim faith
Recognise some objects and places used by Muslim people and evaluate why they are important
Find out about and respond with their own ideas to examples of different beliefs, prayer, generosity and worship
I know Muslim people all over the world build their lives on the beliefs expressed in the five pillars of Islam
I know Muslim people believe in the Oneness of God (Tawhid)
I know Muslim people believe that the Prophet Muhammad (PBUH) is the prophet of Allah
I know The Shahadah is the key statement of belief held by Muslim people
I know Muslim people believe that they have a duty to pray five times every day (Salah)
I know Zakah is the generous giving of money which Muslims believe that they have a duty to give to those in need
I know The mosque is an important place of prayer, learning and meeting for the Muslim community