

Hanslope Primary School

Religious Education Knowledge Organiser

Year One- Is Everybody Special?

How does this link to my previous learning?

Foundation Stage: Special Days

What key vocabulary will I learn:

Community (religious)- a group of people that have beliefs and interests in common

Baptism- a ritual involving water to admit a person into the Christian community

Rules- guidelines for how people should behave

Parable- a story with meaning

The Golden Rule- all about treating others as you wish to be treated and is found in most of the world's major faiths

National Curriculum Links:

- To explore how and why people choose to belong to groups and religions and to consider the difference that makes to their lives
- To recognise that everyone is different, but equally of value (Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my future learning?

Year 3- Does taking bread and wine show that someone is a Christian?

Does Easter make sense without Passover?

Does Jesus have authority for everyone?

Year 4- Do Murtis Help Hindus understand God?

Does the Christmas narrative need Mary?

Year 5- Do Muslims need the Qur'an?

Year 6- Is 'God made man' a good way to understand the Christmas story?

Do Clothes express belief?

What will I know by the end of this unit:

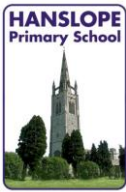
- * A story about Jesus
- *How people show that they belong to a group
- *Artefacts associated with baptism
- *Why Christians choose to be baptised
- *Ways of showing they belong
- * How it feels to belong

The Lost Sheep (Matthew 18 12-14, Luke 15 3-7)



The Lost Coin (Luke 15 8- 10)





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Year Two- Who Should You Follow?

National Curriculum Links:

- To find out about religious leaders and how and why they are followed (Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my previous learning?

Year One- Should everyone follow Jesus?

How does this link to my future learning?

Year Three- Does Easter make sense without Passover?

Does Jesus have authority for everyone?

Year Four- Does the Christmas narrative need Mary?

Year Five- Are you inspired?

What key vocabulary will I learn:

Christianity- the religion based on the person and teachings of Jesus Christ or its beliefs and practices

Judaism-religious and cultural traditions of the Jewish people

Rabbi- a spiritual leader or religious teacher in Judaism

Vicar- a holy representative of the church. A parish is led by a priest, usually called a vicar or rector.

What will I know by the end of this unit:

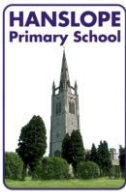
- *A story about a leader in the Bible
- *A leader in society and suggest what makes that person special
- * Reasons why people follow certain leaders
- *What makes someone a good leader
- *Why leaders are needed



Moses leading the Israelites through the desert- Exodus 1-2



Joshua leading the Israelites against Jericho- Joshua- Joshua



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Year Three- Does taking bread and wine show that you are a good Christian?

National Curriculum Links:

- To explore the ritual of communion and other ways of belonging to the church
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my previous learning?

Year One- Is everybody special?

Year Two- How should you spend the weekend?

How does this link to my future learning?

Year Three: Is a Jewish child free to choose their beliefs?

Does Jesus have authority for everyone?

Year Four: Do Murtis help Hindus understand God?

Should believers give things up?

Does prayer change things?

Year Five- Do Muslims need the Qur'an?

What key vocabulary will I learn:

Commitment- dedicated to a faith

Church- a building used for Christian worship

Communion (also known as Eucharist/Mass/Lord's Supper-the service of Christian worship where bread and wine are shared)



What will I know by the end of this unit:

1 Corinthians 11:23-29

For I received from the Lord what I also passed on to you: The Lord Jesus, on the night he was betrayed, took bread, and when he had given thanks, he broke it and said, "This is my body, which is for you; do this in remembrance of me."

- 1 Corinthians 11:23-24 -



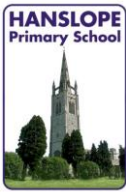
*The story of the Last Supper

*The ways that some Christians demonstrate their faith

*A reason why Christians take communion

*The symbols of the Eucharist

*Different feelings people may have about communion



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Year Four- Do Murtis help Hindus understand God?

National Curriculum Links:

- To explore how Hindus express their beliefs through images of deities and symbols
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my previous learning?

Year One- Is everybody special?

Year Two- Do religious symbols mean the same to everyone?

Year Three- Do Christians have to take communion?

Is light a good symbol for everyone?

How does this link to my future learning?

Year Four- Does the Christmas narrative need Mary?

Year Six- Can we know what God is like?

What key vocabulary will I learn:

God- a supernatural being that is considered divine or sacred

Deity- gods or goddesses

Brahman- believed by Hindus to be the source of all existence and is present in every thing and every place

Trimurti- means 'three forms'. In the Trimurti, Brahma is the creator, Vishnu is the preserver and Shiva is the destroyer.

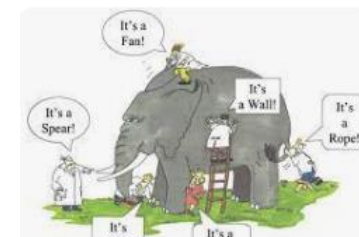
Murtis- a statue of a god or goddess

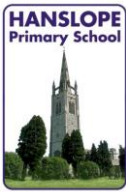
Avatars- a deity or released soul in bodily form on Earth

What will I know by the end of this unit:

- *Three Hindu deities/murtis and what they reveal about God
- *The correct words to describe four ways in which Hindus use murtis in worship
- *Symbols that Hindus use when they worship at home or in the Mandir
- *Why Hindus choose to worship particular murtis

The Blind Men and the Elephant





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Year Five- Do Muslims need the Qur'an?

National Curriculum Links:

- *To explore different ways of showing belief with special reference to Islam
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my previous learning?

Year One- Is everybody special?

Year Three- Do Christians have to take communion?

How does this link to my future learning?

Year Five- Does God communicate with humans?

Does the community of the Mosque help Muslims lead better lives?

Year Six- Do clothes express beliefs?

Can we know what God is like?

What I will know by the end of this unit:

- *Links between the way the Qur'an is used in a mosque and Muslim beliefs
- *Three things that Muslims believe in, referring to the teaching of the Qur'an
- *The impact of the Qur'an on the lives of believers
- *Ways in which the Qur'an is treated with respect, suggesting reasons
- *What texts influence your own life and be able to say why
- *Important questions about your own and Muslim beliefs about Sacred Texts



What key vocabulary I will learn:

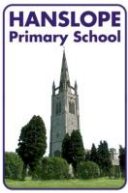
Sacred text- a text that is believed to be the word of God

Wudu- the practise of ritual washing before daily prayer

Hadith- a major source of religious law and moral guidance from the sayings and traditions of the Prophet Muhammad

Hafiz- a term used by Muslims for people that have learnt the Qur'an by heart

Calligraphy- the art of beautiful handwriting



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Year Six- Are the saints encouraging role models?

How does this link to my previous learning?

Year One- Should we celebrate Harvest or Christmas?

Year Three- Does Jesus have authority for everyone?

What key vocabulary will I learn:

Persecution- the bad treatment of a person, or group by another group

Saint- a person who is believed to be especially close to God

Commitment- dedicated to a faith

Martyr- a person that suffers death rather than give up his/ her religion

Faith- belief, trust and loyalty to God

Relics- an object treated with great respect due to its connection to a saint or martyr

Reliquaries- containers that contain relics

National Curriculum Links:

- To explore reasons behind the persecution of saints/believers
- To compare the saints to the person and persecution of Jesus (Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my future learning?

- Key Stage Three: Further exploration of Christianity, alongside Sikhism and Buddhism.

What will I know by the end of this unit:

St Joan



St Francis



St George



***An understanding of the beliefs of saints and the influence of these beliefs on behaviour**

***The differences between saints and Jesus**

Similarities between the saints of Christianity and of other religions and none
***The impact of faith on the lives of believers, particularly in the face of persecution**

***The meaning for reliquaries and compare their use to objects used by other faiths**

***Answers to questions about the choices that saints have made**