

Hanslope Primary School

Religious Education Knowledge Organiser

Year One- What is God's job?

Investigating the roles of God through stories and sacred texts, children look at the things God does and what this means to different people.

How does this link to my previous learning?

Foundation Stage: Understanding the world – Children will explore the world around them.

Substantive Knowledge

- ✓ Believe that God has a special relationship with the Jewish people.
 - ✓ Understand the Torah to contain the 'word of God'.
 - ✓ Read the Torah to help them to understand God and for advice to help them live a good life.
- To know that some people who follow the Christian worldview
- ✓ Believe that Jesus is the son of God and that God is present on Earth.
 - ✓ Believe that God wants to have a relationship with humans.
 - ✓ Believe that God performed miracles through Jesus.
 - ✓ Read stories from the Christian Bible to help them understand God and for advice about how to live a good life.
 - ✓ Understand the Christian Bible to be the 'word of God'.

Disciplinary Knowledge

- ✓ To know stories, images and objects can help us learn about beliefs.
- ✓ To know similarities and differences help us understand worldviews better.
- ✓ To know we all notice different things in stories and sources.
- ✓ To know it is helpful to ask questions about sources.
- ✓ To know that it is important to only use positive language when discussing others' beliefs.

Personal Knowledge

- ✓ To know what they and their families think and believe in relation to content be learnt.
- ✓ To know where some of their beliefs have come from.
- ✓ To know that it is natural for people to think and behave differently from one another.

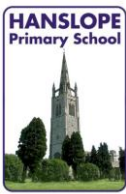
Key vocabulary

Allah	belief	believe
Brahman	Christian	Christian Bible
creator	God	Hindu
Jewish	miracle	Muslim
quote	Qur'an	religion
scripture	Trimurti	Zoroastrian

What will I know by the end of this unit:

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- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Notice and respond sensitively to some similarities between different religions and worldviews.
- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.



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Year Two- How do we know some people feel a special connection to a god?

Exploring how we know that some people are believed to feel a special connection to a god through looking for clues in religious stories.

How does this link to my previous learning?

- Year 1 – What is God's job?

Substantive Knowledge

Beliefs

- ✓ To know that some people believe God performed miracles in the past.
- ✓ To know that some people believe there are people who are chosen for a special purpose by God.

Wisdom and morality

- ✓ To know that religious stories can help us to understand religious beliefs.

Disciplinary Knowledge

- ✓ Asking questions about what other people think and do.
- ✓ Asking questions in response to a question.
- ✓ Listening to stories and discussing what they mean.
- ✓ Identifying important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage).
- ✓ Identifying main characters and events in a story.
- ✓ Suggesting what lessons or teachings they understand from stories.
- ✓ Understanding that some symbols (for example, light) have meaning beyond the literal.
- ✓ Thinking about what people's actions can represent.
- ✓ Identifying similarities and differences within and between religions and worldviews.
- ✓ Commenting respectfully on things that they notice that may be surprising or different.

Personal Knowledge

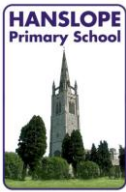
- ✓ Asking questions about what puzzles them about religious and non religious stories and texts they have read.
- ✓ Understanding that others may have different ideas from their own and responding respectfully.
- ✓ Expressing their own ideas and opinions, including considering worldviews studied.
- ✓ Asking thoughtful questions relating to their learning.
- ✓ Asking questions about what puzzles them about religious and non religious stories and texts they have read.
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Religious Education Knowledge Organiser

Year Three- Is scripture central to religion?

Reflecting on what revelation means to some people and exploring the significance of some scriptures from the way some people treat and use them.

How does this link to my previous learning?

- Year 2 - How do we know some people feel a special connection to a god?

Substantive Knowledge

Beliefs

- ✓ To know that some people believe connection with God to be a spiritual experience.
- ✓ To know that religious and non-religious people have ideas about the relationship between God and humans.

Practices

- ✓ To know that rituals are a way of expressing beliefs and ideas about God.
- ✓ To know that prayer, meditation and rituals are used to connect spiritually.
- ✓ To know that the way scriptures are used and treated reflects beliefs about their importance.
- ✓ To know that worship can take many forms and often involves symbolism.

Wisdom and morality

- ✓ To know that the teachings of a religious or non-religious worldview often link with a follower's life choices.

Disciplinary Knowledge

- ✓ Asking questions about what others think and do and how they show their beliefs.
- ✓ Considering how different sources of information can help answer specific questions.
- ✓ Exploring scripture and stories to understand how different people might interpret them.
- ✓ Discussing how various sources provide different pieces of information.
- ✓ Exploring how language may have special religious meaning and convey beliefs and teachings.
- ✓ Exploring similarities and differences within and between religions and worldviews.
- ✓ Using different sources of evidence to build ideas about a concept.
- ✓ Discussing the meaning of historical and modern events and practices.

Personal Knowledge

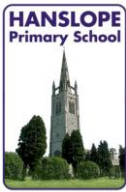
- ✓ Presenting different views thoughtfully and creatively, using evidence from learning.
- ✓ Asking open questions and suggesting responses.
- ✓ Thinking about their own ideas about God in light of their learning, experiences and discussions.

Key vocabulary

faith
holy
inspired
New Testament
Tenak
Torah scroll

What will I know by the end of this unit:

- ✓ Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- ✓ Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- ✓ Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- ✓ Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- ✓ Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.



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Year Four - Just how important are our beliefs?

Finding out how people show commitment to their beliefs, children ask questions about why people choose to demonstrate the importance of their beliefs in certain ways.

How does this link to my previous learning?

Year 3 - Is scripture central to religion?

Substantive Knowledge

- ✓ To know that sacrifice means giving up something valued for the sake of something else.
 - ✓ To know that holy means divine, sacred or connected to God.
- Practices
- ✓ To know that the way scriptures are treated and used reflects beliefs about their meaning and origin.
 - ✓ To know that rituals and practices can be based on religious and cultural roots and that often these are interconnected.
- Community and belonging
- ✓ To know that being part of a community with similar beliefs is important to some people.
 - ✓ To know that for some people outward expressions of belief are important for a sense of belonging.

Disciplinary Knowledge

- ✓ Asking questions about what others think and do and how they show their beliefs.
- ✓ Considering how different sources of information can help answer specific questions.
- ✓ Comparing and contrasting stories or teachings from different religions to identify common themes.
- ✓ Exploring similarities and differences within and between religions and worldviews.
- ✓ Using different sources of evidence to build ideas about a concept.
- ✓ Reflecting on how others might see the world and how they can show respect for viewpoints different to their own.
- ✓ Justifying their ideas and opinions using evidence from current and prior learning.
- ✓ Explaining links between religious and non-religious practices and their significance.
- ✓ Recognise similarities in concepts and beliefs even when practices and expressions differ.

Personal Knowledge

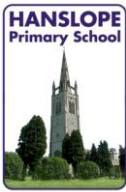
- ✓ Discussing their own views about belonging, meaning, purpose and truth.
- ✓ Presenting different views thoughtfully and creatively, using evidence from learning.
- ✓ Asking open questions and suggesting responses.
- ✓ Thinking about their own ideas about God in light of their learning, experiences and discussions.

Key vocabulary

articles of faith
commitment
fast
halal
hijab
Khalsa
kippah
kosher
Lent
Ramadan
sacrifice
tradition

What will I know by the end of this unit:

- ✓ Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- ✓ Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- ✓ Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- ✓ Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- ✓ Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.



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Year Five - What happens when we die? (Part 1)

Interpreting different sources of wisdom and beliefs from Abrahamic and non-religious perspectives, children explore what happens when we die and the importance of funerals.

How does this link to my previous learning?

- Year 4 - Are all religions equal?

Substantive Knowledge

Beliefs

- ✓ To know that people from different religions believe some of the same things.
- ✓ To know that there are historical links and connections between religions.

Wisdom and morality

- ✓ To know that stories and scriptures give insights about how to live.

Community and belonging

- ✓ To know that the history of religion affects how people see their own and others' communities.

Disciplinary Knowledge

- ✓ Asking questions about what others think and do and how they show their beliefs.
- ✓ Considering how different sources of information can help answer specific questions.
- ✓ Comparing and contrasting stories or teachings from different religions to identify common themes.
- ✓ Recognising underlying themes in stories, such as kindness or forgiveness.
- ✓ Exploring similarities and differences within and between religions and worldviews.
- ✓ Using different sources of evidence to build ideas about a concept.
- ✓ Reflecting on how others might see the world and how they can show respect for viewpoints different to their own.
- ✓ Justifying their ideas and opinions using evidence from current and prior learning.
- ✓ Recognise similarities in concepts and beliefs even when practices and expressions differ.

Personal Knowledge

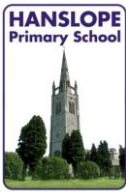
- ✓ Presenting different views thoughtfully and creatively, using evidence from learning.
- ✓ Asking open questions and suggesting responses.
- ✓ Discussing their own and others' ideas about deciding what is right and wrong.
- ✓ Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning.

Key vocabulary

Bahá'í
Bahá'ulláh
harmony
merciful
origin
unity

What will I know by the end of this unit:

- ✓ Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- ✓ Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
- ✓ Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
- ✓ Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
- ✓ Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.



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Year Six - Why is it better to be there in person?

Thinking back to learning about prayer and worship, children find out about significant religious and non-religious journeys and pilgrimages and why going to a particular place is so important to some people.

How does this link to my previous learning?

- Year 5 - Why are some places in the world significant to believers?

Key vocabulary

Abrahamic
parable
pilgrimage
religious
significant
suggest

Substantive Knowledge

Beliefs

- ✓ To know some of the ways that history, geography and leadership influence people's worldviews.
- ✓ To know that leadership and authority can impact people's worldviews.
- ✓ To know that some people believe leaders are anointed (chosen by God).

Practices

- ✓ To begin to consider reasons for some people taking part in religious practices including belief, culture, tradition and obligation.
- ✓ To begin to consider some of the ways practices are influenced by culture, tradition, geography, leadership and history.

Community and belonging

- ✓ To know that the community or group someone is part of shapes their sense of belonging.
- ✓ To know that some places are of particular significance due to historical, cultural and

Disciplinary Knowledge

- ✓ Asking challenging questions and reflecting on the origins of their questions.
- ✓ Identifying key information from a broad range of sources independently.
- ✓ Explaining why interpretations of scripture and stories vary among different people.
- ✓ Synthesising information from different sources to suggest ideas about beliefs.
- ✓ Recognising how the historical and cultural context of stories can influence their meaning.
- ✓ Recognising further symbols and their representations within and across religions.
- ✓ Analysing symbolic language and recognising how different religions use language to express similar concepts (e.g. the afterlife).
- ✓ Interpreting expressions of the same concept (for example, the afterlife) within and between religions and worldviews.
- ✓ Analysing events and issues and how these might impact people's lives.

Personal Knowledge

- ✓ Using creativity to present their own and others' ideas, explaining their choices.
- ✓ Asking and exploring questions from different perspectives, including their own.
- ✓ Engaging in times of thoughtfulness and reflection and making links between own and others' experiences.
- ✓ Expressing their own thoughts about the existence and nature of God.

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