

# Hanslope Primary School

## Religious Education Knowledge Organiser

### Year One- Why should we care for the world?

Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature.

### How does this link to my previous learning?

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

### Substantive Knowledge

#### Substantive knowledge

##### Beliefs

- ✓ To know that some people believe that humans have a special relationship with God.

##### Wisdom and mortality

- ✓ To know that creation stories provide people with possible answers as to why we are here.
- ✓ To know that followers often read religious stories.
- ✓ To know that some religious and non religious stories may guide people to care for animals and the planet.
- ✓ To know that religious teachings often encourage gratitude for what God created (eg, others and the planet) and a responsibility to look after it.
- ✓ To know that the way people treat animals and nature reflects their worldview.

### Disciplinary Knowledge

#### Disciplinary knowledge

- ✓ Asking questions about things that interest them.
- ✓ Beginning to ask 'big' questions (e.g. Why are we here? What is real?)
- ✓ Listening to stories and discussing what happens in them.
- ✓ Retelling stories in their own words.
- ✓ Recognising lessons or teachings within stories and relating to their own experiences.
- ✓ Finding religious symbols in stories and other sources.
- ✓ Recognising some religious terminology in sources.
- ✓ Thinking about the meaning of what people do.
- ✓ Beginning to notice similarities and differences within and between religions and worldviews.
- ✓ Making links between religious and non-religious

### Personal Knowledge

#### Personal knowledge

- ✓ Sharing opinions respectfully about what is important to them and what is important to others.
- ✓ Expressing their own ideas and opinions based on personal experience and the beliefs of family members.
- ✓ Using various art forms to express their ideas.
- ✓ Asking their own questions about the world around them.

### Key vocabulary

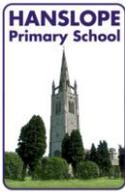
belief	Brahman	Christian
Christian Bible	creation	creator
God	Hindu	Humanist
important	Jewish	Muhammad
quote	religion	responsibility
scripture	Torah	worldview

### What will I know by the end of this unit:

#### Unit outcomes

Pupils who are secure will be able to:

- ✓ Explain different beliefs about who owns the world.
- ✓ Recognise the belief that humans were created last for a reason.
- ✓ Recognise why only humans can care for the world.
- ✓ Identify the belief that God created humans as stewards over nature through scripture.
- ✓ Recognise what some stories about Muhammad tell us about looking after the world.
- ✓ Express why stewardship is important to some Muslim people.
- ✓ Identify why people who believe in ahimsa may think it is important to look after all living creatures.
- ✓ Identify reasons why it is important to care for the world.



# Hanslope Primary School

## Religious Education Knowledge Organiser

### Year Two- What is a prophet?

Investigating stories that show the characteristics of a prophet and what a prophet might mean to some people; identifying similarities between prophets across different worldviews.

### How does this link to my previous learning?

- Year 1 – What is God's job?

### Substantive Knowledge

#### Beliefs

- ✓ To know that some people believe there are people who are chosen for a special purpose by God.
- ✓ To know that a prophet is someone who talks about God's plan or will.
- ✓ To know that some people believe that God has made a promise between himself and his people.

#### Practices

- ✓ To know that some people talk to God in different ways and for different reasons

#### Wisdom and morality

- ✓ To know that books and stories can have different meaning to different people.
- ✓ To know that religious stories can help us to understand religious beliefs.
- ✓ To know that stories from long ago can be applied to modern life.

### 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.
- ✓ Examining simple scripture quotes and interpreting 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.
- ✓ Recognising and understanding some religious phrasing (e.g. 'peace be upon him' and 'Amen').
- ✓ Thinking about what people's actions can represent.

### 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.
- ✓ 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.

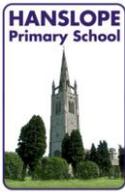
## Key vocabulary

Guru  
messenger  
prophet  
Qur'an  
value  
wisdom

### What will I know by the end of this unit:

Pupils who are secure will be able to:

- ✓ Explain that a prophet refers to someone who is believed to talk about God.
- ✓ Describe how different people responded to prophets in stories.
- ✓ Reflect on what a prophet might be like.
- ✓ Explain why Muhammad is important to many Muslims.
- ✓ Explaining why Jesus may be important for some people.
- ✓ Interpreting religious stories.
- ✓ Describing what makes Guru Nanak special to some Sikhs.



# Hanslope Primary School

## Religious Education Knowledge Organiser

### Year Three- What happens if we do wrong?

Investigating who has the authority to decide the consequences of wrongdoing; exploring beliefs of how wrongdoing affects the soul and ways in which some people seek forgiveness for wrongdoing.

### How does this link to my previous learning?

- Year 3 – Where do our morals come from?

### Substantive Knowledge

#### Beliefs

- ✓ To know that some people believe all living things have a soul and that it is immortal.
- ✓ To know that actions have consequences and that people think differently about what these are.
- ✓ To know that forgiveness is cancelling out wrongdoing or removing punishment.

#### Wisdom and morality

- ✓ To know that morals are our thinking about what is right and wrong.
- ✓ 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.
- ✓ Exploring scripture and stories to understand how different people might interpret them.
- ✓ Comparing and contrasting stories or teachings from different religions to identify common themes.
- ✓ Recognising underlying themes in stories, such as kindness or forgiveness.
- ✓ Exploring how language may have special religious meaning and convey beliefs and teachings.
- ✓ Exploring similarities and differences within and between religions and worldviews.
- ✓ 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

### 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.
- ✓ 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.
- ✓ Thinking about their own ideas about God in light of their learning, experiences and discussions.

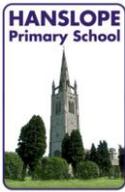
## Key vocabulary

baptism  
cleansed  
forgiveness  
moral  
sin  
salvation  
soul

### What will I know by the end of this unit:

Pupils who are secure will be able to:

- ✓ Explain which actions can be considered wrong and what consequences may derive from them.
- ✓ Consider the authority which gives the consequences of wrongdoing.
- ✓ Describe how some religious people seek forgiveness.
- ✓ Explore the similarities between some Jewish and Muslim practices of seeking God's forgiveness.
- ✓ Discuss how God's forgiveness can change a believer's life.
- ✓ Describe what might happen to the soul when a believer does something wrong.
- ✓ Explore why some religious people choose to live morally.
- ✓ Investigate some ways Christians 'cleanse' the soul through infant and adult baptism.
- ✓ Explain why Jesus was baptised and sacrificed.
- ✓ Define what karma means to some Hindus and how it can affect the soul.
- ✓ Know that many Hindus aim to live morally by collecting positive karma within their lifetimes to eventually reunite with God.



# Hanslope Primary School

## Religious Education Knowledge Organiser

### Year Four - Who was Jesus really?

Considering Jesus' life, interactions, prophecies about him, perceptions of his miracles, and the significance of his death and resurrection.

### How does this link to my previous learning?

Just how important are our beliefs?

### Substantive Knowledge

#### Beliefs

- ✓ To know that religious and non-religious worldviews change over time for individuals and groups.
- ✓ To know that people from different religions believe some of the same things.
- ✓ To know that organised and personal religious beliefs change and develop over time.
- ✓ To know that there are historical links and connections between religions.
- ✓ To know that sacrifice means giving up something valued for the sake of something else.
- ✓ To know that there is evidence that Jesus was a real person and that people have different beliefs about his significance.

#### Wisdom and morality

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

### 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.
- ✓ Considering how the same story may be told in different cultures or times.
- ✓ 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

### 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.
- ✓ Thinking about their own ideas about God in light of their learning, experiences and discussions.

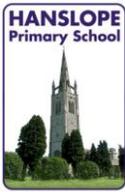
### *Key vocabulary*

crucified  
Easter  
evidence  
Gospels  
impact  
literal  
origin  
perspective  
prophecy  
resurrection  
sacrifice  
saviour  
spiritual  
viewpoint

### What will I know by the end of this unit:

Pupils who are secure will be able to:

- ✓ Share ideas about what Jesus might have been like.
- ✓ Think critically about different representations of Jesus.
- ✓ Explain the actions and qualities of Jesus which led some people to believe he was the Messiah.
- ✓ Interpret extracts from prophecies in the Old Testament and making connections with events in the New Testament.
- ✓ Explain the meaning of a parable.
- ✓ Identify messages in Jesus' parables.
- ✓ Discuss how different people might interpret accounts about Jesus.
- ✓ Suggest what some Christians may learn from the Easter story.



# Hanslope Primary School

## Religious Education Knowledge Organiser

### Year Five - What happens when we die? (Part 2)

Continuing to investigate concepts relating to death, exploring the concepts of reincarnation and karma and comparing these ideas with those studied in Part 1.

#### How does this link to my previous learning?

Year 5 - What happens when we die? (Part 1)

#### Substantive Knowledge

##### Beliefs

- ✓ To know the meaning of atheist, agnostic and theist.
- ✓ To know that people have different beliefs about what happens when we die.
- ✓ To know that some people believe in God, who may judge their actions when they die.
- ✓ To know that some people believe in life after death and others may believe death is the end of our life in any form.
- ✓ To know and use correctly the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, heaven and hell.
- ✓ To know that many people who are not religious believe in some form of afterlife.
- ✓ To know that some people believe they will be reincarnated in a different form after death.

##### Practices

#### Disciplinary Knowledge

- ✓ Asking challenging questions and reflecting on the origins of their questions.
- ✓ Identifying key information from a broad range of sources independently.
- ✓ Synthesising information from different sources to suggest ideas about beliefs.
- ✓ Reflecting on how stories are interpreted differently by different audiences and why.
- ✓ 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

- ✓ Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.
- ✓ Using creativity to present their own and others' ideas, explaining their choices.
- ✓ Asking and exploring questions from different perspectives, including their own.
- ✓ Discussing ideas about how their own or another person's worldview influences their responses to ethical issues.
- ✓ Expressing ideas about fairness, honesty, love, forgiveness, truth and peace.
- ✓ 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.

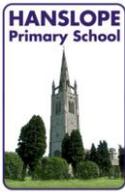
### Key vocabulary

Dharmic  
Eightfold Path  
enlightenment  
Four Noble Truths  
karma  
liberation  
moksha  
mukti  
nirvana  
portrayal  
stereotype  
reincarnation  
suggest

#### What will I know by the end of this unit:

Pupils who are secure will be able to:

- ✓ Recognise beliefs about the soul being part of God.
- ✓ Identify clues that Hindus and Sikhs generally believe in the soul experiencing more than one life.
- ✓ Recognise that the ultimate goal for many Hindus and Sikhs is freedom from reincarnation.
- ✓ Use the terms moksha, mukti and nirvana to describe enlightenment and freedom from samsara and reincarnation.
- ✓ List ways a person can gather karma through actions and experiences.
- ✓ Suggest ways some Sikh practices and funeral rites may comfort someone experiencing death.
- ✓ Discuss the meaning of moksha and nirvana, drawing similarities from them.
- ✓ Consider ways enlightenment can be represented in art.



# Hanslope Primary School

## Religious Education Knowledge Organiser

### Year Six - Why is there suffering? (Part 1)

Using critical thinking skills to consider their own and others' ideas and beliefs about why there is suffering in the world.

#### How does this link to my previous learning?

Why is it better to be there in person?

## Key vocabulary

contradictory  
Fall  
free will  
suffering  
temptation

### Substantive Knowledge

Beliefs

- ✓ To know that free will means a belief that humans are able to make their own choices and determine their own fate.
- ✓ To know that beliefs about the nature of God may impact people's ideas about and responses to suffering.

Practices

- ✓ To know that some people may use religious practises (e.g prayer, worship) to help them in times of suffering.

Wisdom and morality

- ✓ To know that within and between religious and non-religious groups teaching about challenging issues can be contradictory and controversial.
- ✓ To know that writings from long ago can give people insight into modern day issues.
- ✓ To know that ideas and beliefs about suffering come from many sources.

### 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.
- ✓ Considering the intention of the storyteller and the impact of the story.
- ✓ Reflecting on how stories are interpreted differently by different audiences and why.
- ✓ 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

### Personal Knowledge

- ✓ Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.
- ✓ Asking and exploring questions from different perspectives, including their own.
- ✓ Discussing ideas about how their own or another person's worldview influences their responses to ethical issues.
- ✓ Expressing ideas about fairness, honesty, love, forgiveness, truth and peace.
- ✓ 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.

### What will I know by the end of this unit:

Pupils who are secure will be able to:

- ✓ Make links between the creation story in Genesis and the concept of suffering.
- ✓ Suggest some ideas as to why suffering exists in the world.
- ✓ Discuss passages from Genesis that relate to free will, demonstrating an understanding of context.
- ✓ Identify different reasons why humans may make choices that cause suffering.
- ✓ Draw connections between stories from scripture.
- ✓ Explain why some people turn to prayer during times of suffering.
- ✓ Make connections between teachings about Jesus and how some Christians view and respond to suffering.
- ✓ Use scripture and personal responses to support their understanding.