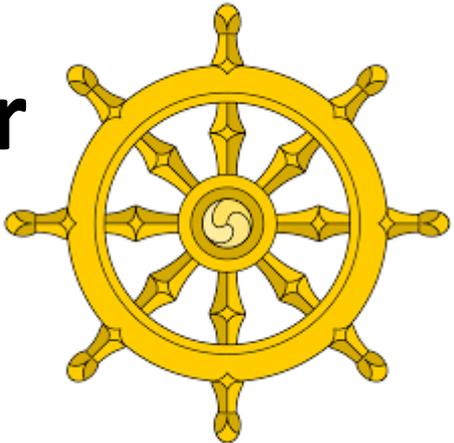




# Religious Education Knowledge Organiser

Autumn 1



- |                       |                       |                         |                    |                         |                         |
|-----------------------|-----------------------|-------------------------|--------------------|-------------------------|-------------------------|
| <b>COMMUNITY</b><br>  | <b>COMPASSION</b><br> | <b>COURAGE</b><br>      | <b>DIGNITY</b><br> | <b>FORGIVENESS</b><br>  | <b>FRIENDSHIP</b><br>   |
| <b>GENEROSITY</b><br> | <b>HOPE</b><br>       | <b>JOY</b><br>          | <b>JUSTICE</b><br> | <b>PEACE</b><br>        | <b>PERSEVERANCE</b><br> |
| <b>RESPECT</b><br>    | <b>SERVICE</b><br>    | <b>THANKFULNESS</b><br> | <b>TRUST</b><br>   | <b>TRUTHFULNESS</b><br> | <b>WISDOM</b><br>       |

# Why is the word 'God' so important to Christians?

## Nursery

Vocabulary:  
God  
World

What does the word 'God' mean?

What is amazing about the world?

What is the story that Christians think about the Creator?



# Why is the word 'God' so important to Christians?

Vocabulary

God  
World  
Creator  
Christians  
Jews

Reception

What does the word 'God' mean?

What is amazing about the world?

What do Christians say about God as Creator?

What is the story that Christians and Jews use to think about the Creator?

What do Christians and other people (including non-religious people) think about the world and how we should treat it?



## Y1: What do Christians believe God is like?

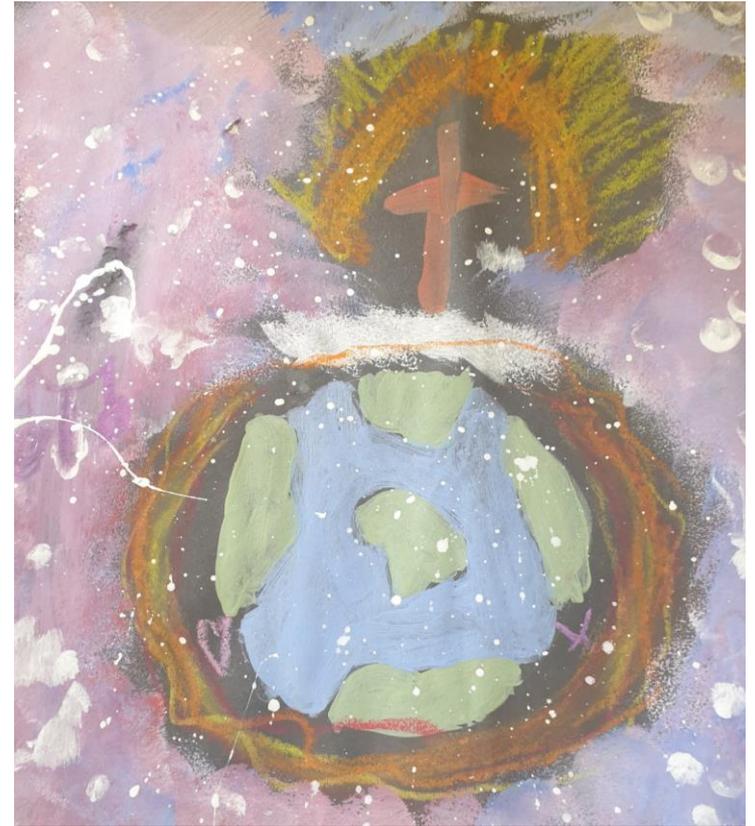
This module will help you to: (You could tick when you feel confident)

Tell the story of the Lost Son from the Bible.

Explain how the story shows Christians, God as a forgiving Father.

Explain how Christians put their beliefs of forgiveness into practice in their worship and actions.

Consider whether the story means anything to your life and what you do.



Religious texts we will look at:

Tick when studied

Lost Son - **Luke 15:1–2, 11–32**

I know what these words mean

**Parable**

**Forgiveness**

## Y2: How and why do we celebrate significant times? What makes some celebrations sacred to believers?

This module will help you to: (You could tick when you feel confident)

Describe a number of special festivals and be able to give a few facts about what happens during them.

Explain why they are celebrated.  
e.g. 'they do it because they believe ...'

Consider how the festival makes people feel.

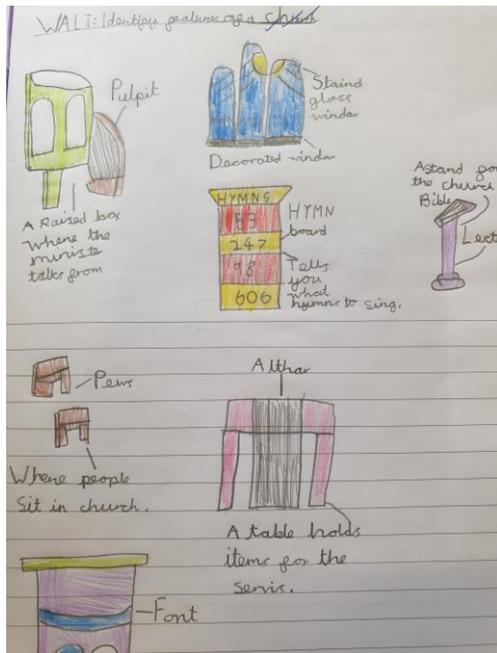
Think about the similarities and differences between these festivals.



|          | I know what these words mean |
|----------|------------------------------|
| Judaism  |                              |
| Festival |                              |
| Harvest  |                              |
| Sukkot   |                              |
| Sukkah   |                              |

| Theological texts we will look at: | Tick when studied |
|------------------------------------|-------------------|
| Exodus                             |                   |
|                                    |                   |

## Y3: Where, how and why do people worship?



| Vocabulary/phrases I will use | Meaning (Add in your own definition of the word) |
|-------------------------------|--|
| Qur'an                        |  |
| Bible                         |  |
| Puja (Hinduism)               |  |
| Shabbat (Judaism)             |  |
| Shahadah (Islam)              |  |

This module will help you to: (You could highlight or tick when you feel confident)

Consider what worship is and why it is important for people of different faiths

Describe how **key actions** and **artefacts** help people worship in different religions

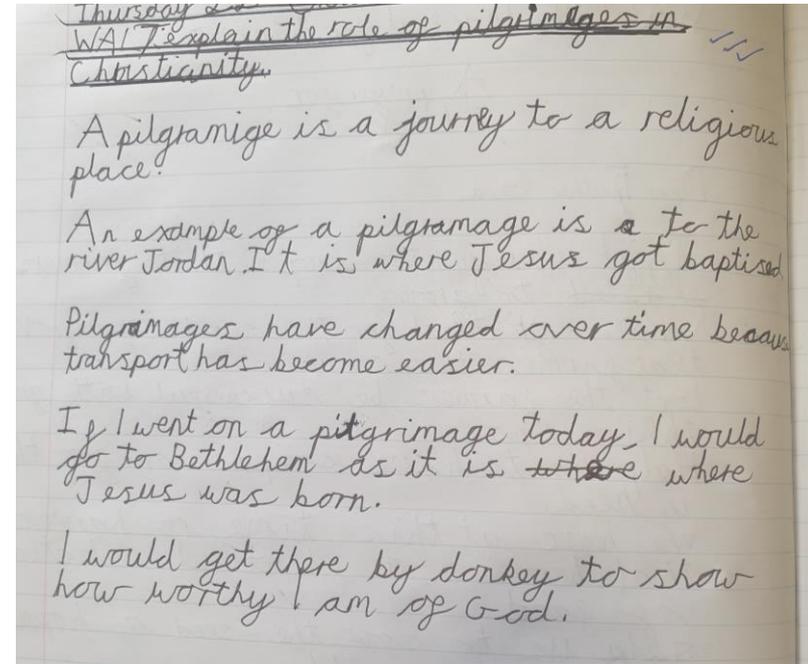
Know the **sacred texts** used in worship

Consider why people go to **sacred places** to worship.

| Theological texts we will look at: | Tick when studied |
|------------------------------------|-------------------|
| Qur'an                             |                   |
| Bible                              |                   |
|                                    |                   |

## Y4: Why do some people think life is like a journey? How and why do people mark the significant events of life?

| Vocabulary/phrases I will use | Meaning (Add in your own definition of the word) |
|-------------------------------|--|
| Pilgrimage                    |  |
| Humanists                     |  |
| Bar/Bat Mitzvah (Judaism)     |  |



This module will help you to: (You could highlight or tick when you feel confident)

Consider life as a journey and identify significant milestones along the way.

Explain what happens and the meaning in particular religious ceremonies which mark significant milestones. (e.g Baptism, Holy Communion and confession, confirmation, pilgrimages etc)

Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare wedding ceremonies and marriage commitments in two religious traditions, e.g. Christian and Hindu or Jewish.

## Y5: What does it mean if Christians believe God is holy and loving?



This module will help you to: (You could highlight or tick when you feel confident)

Explore what Christians believe about God using theological texts.

Consider how Christian cathedrals were built to celebrate and express ideas about God as holy and loving.

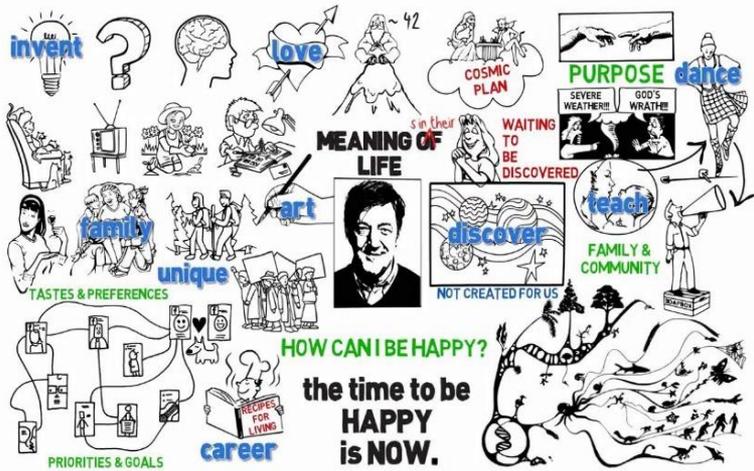
Consider how Christians respond to their beliefs about God through song.

Reflect why it is important for Christians that God is **holy and loving**.

Consider our own ideas about guidelines for living.

| Vocabulary/ phrases I may use | Meaning (Add in your own definition of the word) |
|-------------------------------|--|
| Holy                          |  |
| Omnipotent                    |  |
|                               |  |
|                               |  |

| Theological texts we will look at:   | Tick when studied |
|--|-------------------|
| Psalm 103 (a prayer of King David)   |                   |
| John 4:7–13 (where one of the followers of Jesus writes a letter about what God is like) |                   |



| Vocabulary/phrases I will use | Meaning (Add in your own definition of the word) |
|-------------------------------|--|
| Humanist                      |  |
| Christian                     |  |
| Divine being                  |  |
| Code for living               |  |
| Moral code                    |  |
| Philosophers                  |  |

**Y6: Values: what matters most to Humanists and Christians?**

This module will help you to: (You could highlight or tick when you feel confident)

- identify and explain beliefs about why people are good and bad from a Christian and Humanist point of view.
- consider similarities and differences between Christian and Humanist values.
- suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view
- make connections between the values studied and your own lives, giving good reasons for your views

| Theological texts we will look at:  | Tick when studied |
|---|-------------------|
| Christian belief about humans being made in the image of God (Genesis 1:28) |                   |
| The 'Fall' in Genesis 3.  |                   |
| Links to Greek Philosophy and modern Humanists                              |                   |