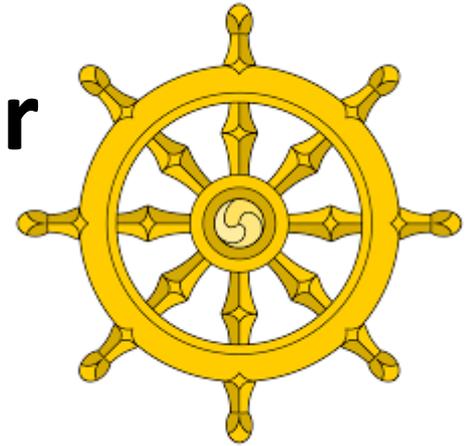




Religious Education Knowledge Organiser Summer 1



Please note that teachers may change the order of the units being taught.

Which places are specially valued and why? (Explore Christian Church)



Nursery: Exploring Special Places

What places are special to you?

How does your special place make you feel?

Where do Christians go to worship?

What is inside this special place?

Vocabulary:
Christian
Church
Rev'd Sarah

Which places are specially valued and why?
(Learn from at least two religions – Islam Mosque



Reception: Exploring Special Places

What special places do Muslims and Christians go to pray and worship?

What is inside these special places?

Vocabulary:

Christian

Muslim

Church

Mosque

Year 1: What makes some places significant? What makes some places sacred to believers?

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

Know that there are special places where people go to worship, and talk about what people might do there.

Describe some objects in these special places and how they are used.

Understand what is the difference is between religious and non-religious special places.

Religious texts we will look at:

Tick when studied

Bible and Qur'an



<https://www.youtube.com/watch?v=B68mx21PQZI>

I know what these words mean

Mosque prayer mat, prayer beads

Church and Cathedral

altar, cross, font, lectern, candles, pulpit.

Year 2: Who is an inspiring person? What stories inspire Christian, Jewish people?

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

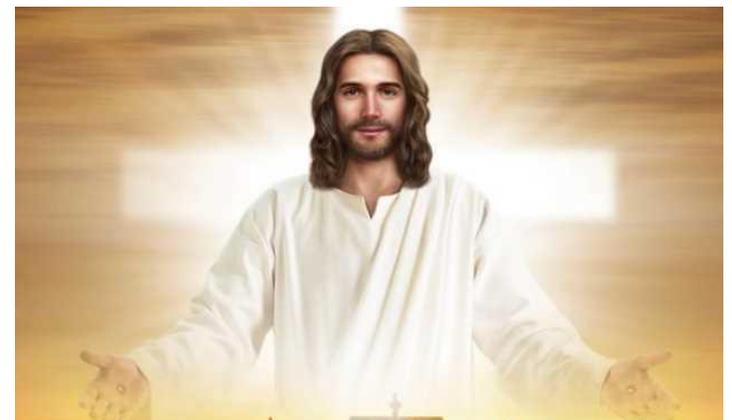
Understand why some people inspire others.

Be able to talk about at least three people from religions who are admired as good followers of God.

Describe stories that are told by and about special people in two religions

Religious texts we will look at:	Tick when studied
Christianity: Peter and Andrew – the first disciples (Luke 5:1–11), Zacchaeus – how following Jesus changed his life (Luke 19:1–10).	
Judaism: stories from the life of Moses (Exodus) <ul style="list-style-type: none"> • Moses and the Burning Bush • leading his people • receiving the Ten Commandments from God 	

	I know what these words mean
Leader	
Commandment	
Exodus	
Moses	



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

Understand what Genesis 1 tells Christians and Jews about the natural world

Understand and think about Psalm 8 - David praises God's creation and how each person is special in it.

Understand about the idea of *Khalifah* in Islam - that humans should look after the Earth for God.

Understand about the Jewish practices and festivals which encourage people to care for God's world, on their behalf.

Religious texts we will look at:

Tick when studied

Genesis 1

Psalm 8

Year 2: How do we show we care for the Earth? Why does it matter?

I know what these words mean

Creation

Festivals

Practices

God's Wonderful World

Year 3: For Christians, what was the impact of Pentecost? (UC-Kingdom of God)

This module will help you to: (You could tick when you feel confident)	
Make links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth.	
Offer informed suggestions about what the events of Pentecost in Acts 2 might mean.	
Give examples of what Pentecost means to some Christians now.	

Vocabulary/phrases I will use	Meaning (Add in your own definition of the word)
Pentecost	
Holy Spirit	

Theological texts we will look at:	Tick when studied
Pentecost (Acts 2:1–15, 22 and 37–47)	



Year 4: When Jesus left, what was the impact of Pentecost? (UC-Kingdom of God - Digging Deeper)

<p>This module will help you to: (You could tick when you feel confident)</p>	
<p>Make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities.</p>	
<p>Describe how Christians show their belief about the Holy Spirit in worship and in the way they live.</p>	
<p>Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how Christians think and live.</p>	

Vocabulary/phrases I will use	Meaning (Add in your own definition of the word)
Pentecost	
Holy Spirit	

Theological texts we will look at:	Tick when studied
Corinthians 12:12–26: one body, many parts	



Year 5: Justice and poverty: why does faith make a difference?



This module will help you to: (You could tick when you feel confident)	
Compare your ideas about justice and fairness with those studied in Christianity and another world faith.	
Make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity	
Express your own ideas about justice	

Vocabulary/ phrases I will use	Meaning (Add in your own definition of the word)
justice	
zakah	

Theological texts we will look at:	Tick when studied
<p>Explore Christian teachings of Jesus and Paul on values and justice - The Widow's Mite (Mark 12:41–44), The Rich Fool (Luke 12:16–21), Two Great Commandments (Mark 12:28–34), All Equal in Christ (Galatians 3:28), The Fruit of the Holy Spirit (Galatians 5:22).</p>	
<p>Muslim teachings in the Qur'an and Hadith:</p>	

Year 6: What will make our community a more respectful place?

This module will help you to: (You could tick when you feel confident)	
explain beliefs about the value of religious and cultural diversity in our community and local area.	
give examples of the impact of interfaith work in our community and local area.	
explain the importance of tolerance, respect and liberty for all in making a community that is harmonious	
raise questions about how we can be a more tolerant and respectful	

Vocabulary/phrases I will use	Meaning (Add in your own definition of the word)
religious and cultural diversity	
demographic	

Theological texts we will look at:	Tick when studied
The teachings from different religions about dealing with differences, e.g. responses of respect, tolerance, mutual learning and recognising each other's spirituality rather than mere argument or even conflict.	

