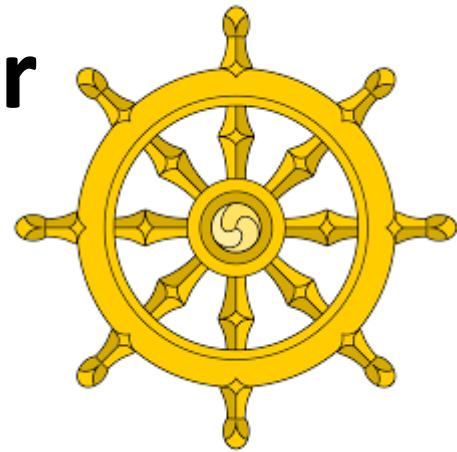




Religious Education

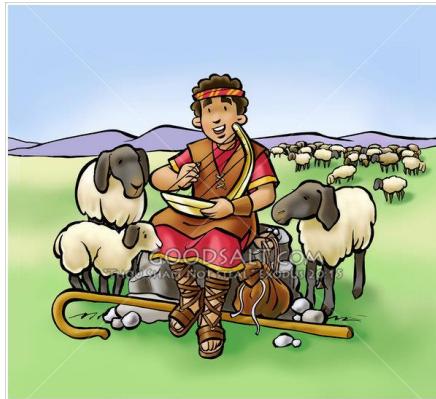
Knowledge Organiser

Summer 2



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

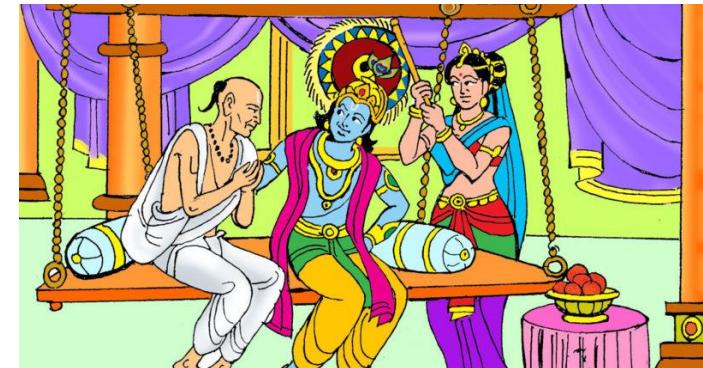
EYFS: Which stories are specially valued and why? We will explore some of these stories.



Jewish story of Hanukkah (Reception)



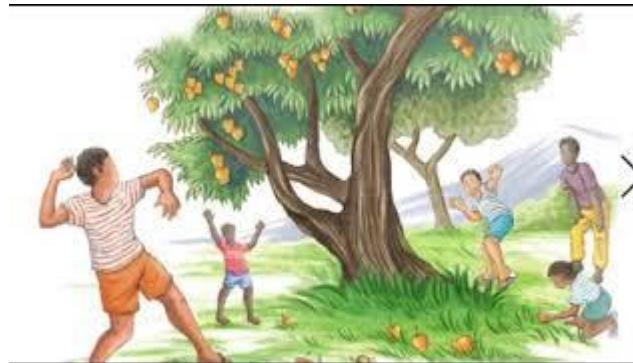
Stories from the Old Testament
(Both)



Stories about Krishna (Reception)



Stories about Jesus
(Both)



Muhammad and the boy who threw stones at trees-
(Nursery)

Year 1: Who made the World? (UC module)

Religious texts we will look at:	Tick when studied
Genesis 1	

*In the beginning
God created
the heavens and the earth!
Genesis 1:1*

	I know what these words mean
creation	
Universe	

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

Think about the story of Genesis

Understand what Christians believe:

- That God created the universe.
- The Earth and everything in it are important to God.

Think about ways we can look after the world.

Year 2: What is the 'good news' Christians say Jesus brings? (*Gospel*)



Religious texts we will look at:	Tick when studied
Matthew the tax collector (Matthew 9:9–13)	
Zacchaeus in Luke 19:1–10;	
Forgiveness: Luke 6:37–38.	
Peace: John 14:27 Jesus promises his followers peace	

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

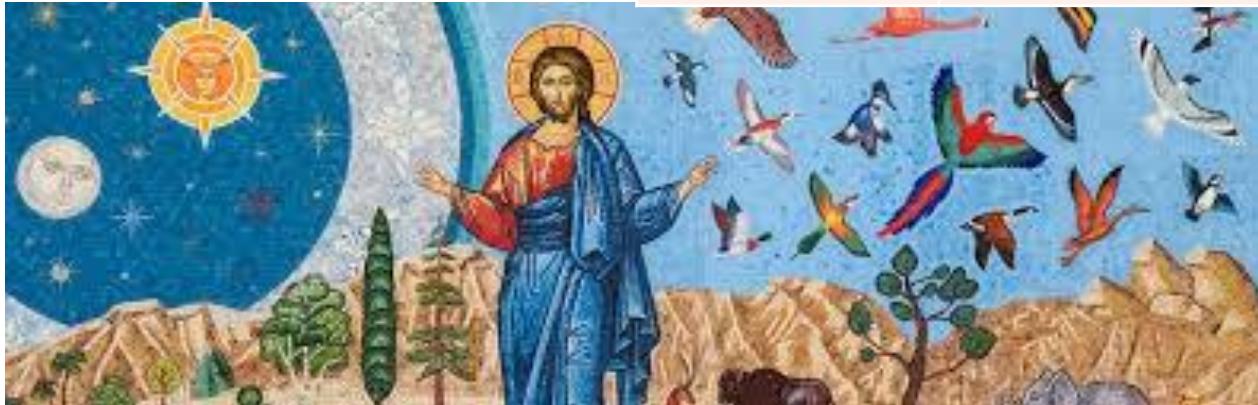
Tell stories from the Bible and explain what Jesus is telling us.

Explore ways in which Christians follow the teachings about forgiveness, friendship and peace.

	I know what these words mean
Gospel	
Forgiveness	
Friendship	
Charity	
Confession	
Peace	

Year 3: What do Christians learn from the Creation story? (UC)

Theological texts we will look at:	Tick when studied	Vocabulary/phrases I will use	
Genesis 1		Genesis	
		Creation/creator	



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

Make clear links between Genesis 1 and what Christians believe about God and Creation.

Describe what Christians do because they believe God is Creator.

Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.

Year 4: How and why do people try to make the world a better place?

Vocabulary/phrases I will use	Theological texts we will look at:	Tick when studied
Humanist	The Ten Commandments (Exodus 20:1–21),	
Mercy	Deuteronomy 5:1–22	
 A colorful illustration showing several diverse individuals on ladders painting a large green globe. The globe represents Earth, and the people are working together to paint it.	The Two Commandments of Jesus (Mark 12:28–34)	
	The ‘Golden Rule’ (Matthew 7:12).	

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

Explore the lives of inspirational Christians (e.g. Desmond Tutu, Martin Luther King Jr, Mother Teresa, etc.). Consider how their religious faith inspired and guided them in their lives

Explore some ideas and individuals of other world faiths and charities who strive to make the world a better place.

Compare non-religious ways of ‘being good without God’, e.g. what do Humanists use to guide their ways of living?

Ask questions and suggest answers about why the world is not always a good place, and the best ways of making it better.

Year 5: How does faith enable resilience?

Theological texts we will look at:	Tick when studied
This module will explore teachings from world faiths.	

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

Describe ways in which religions guide people in how to respond to good and hard times in life.

Make clear connections between what people believe about God and how they respond to challenges in life.



Vocabulary/phrases I will use	
Heaven	
Resurrection	
Reincarnation	
Karma	

Year 6: Why do some people believe in God and some people not?



Vocabulary/phrases I will use		Theological texts we will look at:
Theist		This module will offer opportunities for the children to refer to different religious texts.
Atheist/ atheism		
Agnostic/ agnosticism		

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

Identify and explain what religious and non-religious people believe about God.

Make clear connections between what people believe about God and the impact of this belief on how they live

Consider ways in which believing in God is valuable in the lives of believers, and ways it can be challenging.

Consider different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.