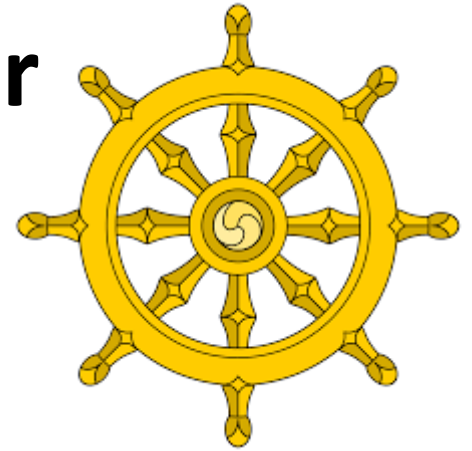




# Religious Education Knowledge Organiser

## 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.



Stories from the Old Testament  
(Both)

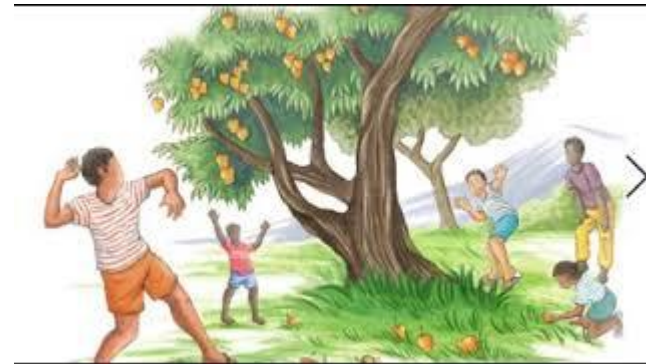
Jewish story of Hanukkah (Reception)



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
<b>creation</b>	
<b>Universe</b>	

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
<b>Gospel</b>	
<b>Forgiveness</b>	
<b>Friendship</b>	
<b>Charity</b>	
<b>Confession</b>	
<b>Peace</b>	

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

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

Vocabulary/phrases I will use	
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
<b>Humanist</b>		The Ten Commandments (Exodus 20:1–21,	
<b>Mercy</b>		Deuteronomy 5:1–22	
 <p>An illustration showing a large globe of the Earth in the center. Several diverse people are engaged in various activities around it. One man is on a ladder pointing at the globe, another is on a ladder painting it, a woman is holding a paintbrush, and others are standing nearby. The scene is set against a bright, sunny background, symbolizing global improvement and human effort.</p>		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)

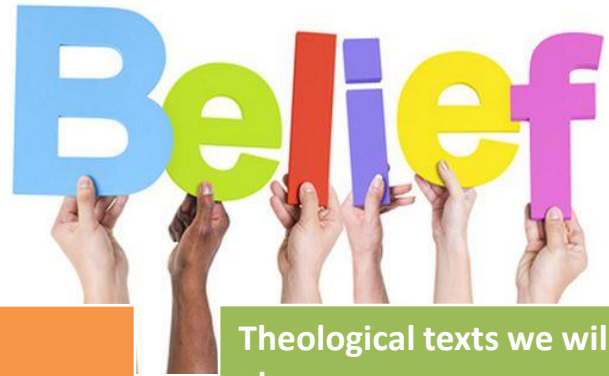
Describe ways in which religions guide people in how to respond to good and hard times in life.

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



Vocabulary/phrases I will use	
<b>Heaven</b>	
<b>Resurrection</b>	
<b>Reincarnation</b>	
<b>Karma</b>	

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



Vocabulary/phrases I will use	
<b>Theist</b>	
<b>Atheist/ atheism</b>	
<b>Agnostic/ agnosticism</b>	

Theological texts we will look at:

This module will offer opportunities for the children to refer to different religious texts.

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.