

# RE Knowledge Organiser - Class Foundation



## Why is Easter special for Christians?

Further ideas, outcomes and activities can be found in Understanding Christianity (Unit F3: *Why do Christians put a cross in an Easter garden?*),

<b>Foundation Class - I can ...</b>
I can recall some of the stories connected to Easter.
I can say why Christians celebrate Easter.
I recognise that Easter is connected to Spring and 'new life'.

Christian Symbols Connected to Holy Week

<https://thecatholicspirit.com/spotlight/symbols-of-holy-week/>

**Make sense of belief:**

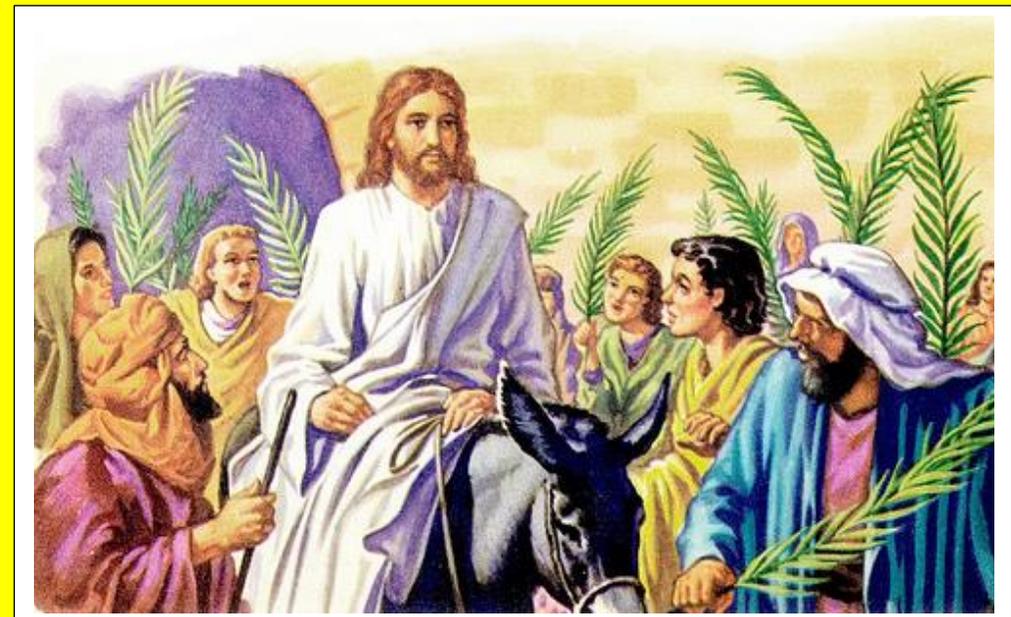
- Recognise and retell stories connected with celebration of Easter
- Say why Easter is a special time for Christian

**Understand the impact:**

- Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc.,
- Talk about some ways Christians remember these stories at Easter.

**Make connections:**

- Talk about ideas of new life in nature.
- Make connections with signs of new life in nature.



Suggested questions you could explore:

What happens at the end of winter and the beginning of spring?  
 How do 'dead' plants and trees come alive again?  
 What do Christians believe happened to Jesus?  
 Why do Christians think this is such an important story?  
 What do Christians do at Easter?  
 Why do we have Easter eggs?

<b>Key vocabulary</b>			
Bible	celebrations	cross	Easter
Jesus	Jesus' followers	Palm leaves	Palm Sunday
Romans			

# RE Knowledge Organiser - Class Foundation

## Being special: Where do we belong?



**Note:** This Unit of work can include beliefs from across the spectrum, including within Christianity, Judaism, Hinduism, Muslim and local customs.

### Foundation Class - I can ...

I can recall a religious story that connects to a personal experience.

I can describe what happens at a Christian baptism.

I recognise that there are special occasions for us all.

### Make sense of belief:

- Retell religious stories making connections with personal experiences.

### Understand the impact:

- Recall simply what happens at a traditional Christian infant baptism and dedication.
- Recall simply what happens when a baby is welcomed into a religion other than Christianity.

### Make connections:

- Share and record occasions when things have happened in their lives that made them feel special.

### Suggested questions you could explore:

- How do we show respect for one another?
- How do we show love/how do I know I am loved?
- Who do you care about?
- How do we show care/how do I know I am cared for?
- How do you know what people are feeling?
- How do we show people they are welcome?
- What things can we do better together rather than on our own?
- Where do you belong?
- How do you know you belong?
- What makes us feel special about being welcomed into a group of people?

### Signs and symbols used in the welcoming of children into the faith community



The Jewish naming ceremony for girls is the **Brit Bat** or **Simchat Bat** (celebration of the daughter). For boys, the naming ceremony is referred to as **Bris** or **Brit Milah**.

*Hindus have a child naming ceremony.*

*Watch this clip:*

[Namakaran Sanskar | Hindu baby naming ceremony - Bing video](#)

### Key vocabulary

baptism	Christian	dedication	Hindu
Jewish	Muslim	special	unique
valuable			

# RE Knowledge Organiser - Class 1



## How should we care for others and for the world, and why does it matter?

### Make sense of belief:

- Identify a story or text that says something about each person being unique and valuable.
- Give an example of a key belief some people find in one of these stories (e.g. that God loves all people).
- Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.

### Understand the impact:

- Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories.
- Give examples of how Christians and Jews can show care for the natural earth.
- Say why Christians and Jews might look after the natural world.

### Make connections:

- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.
- Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

### Class 1 - I can ...

I can identify a story that says something about each person being unique and valuable.

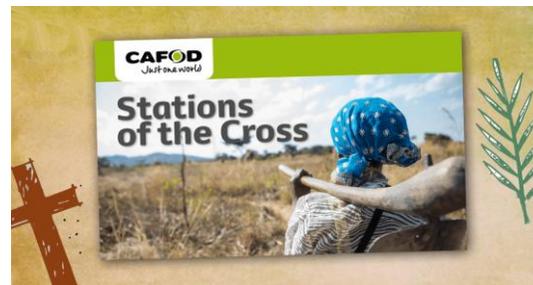
I can give examples of how Christians and Jews can show care for the natural earth.

I can give reasons why everyone should care for the natural world.



The LORD God took the man and placed him in the orchard in Eden to care for it and to maintain it. New Heart English Bible, 'And the LORD God took the man, and put him into the garden of Eden to cultivate it and take care of it.' World English Bible, 'Yahweh God took the man, and put him into the garden of Eden to dress it and to keep it.' Genesis 2:15

Catholic aid agency CAFOD,



The Jewish charity Tzedek;

**tzedek**  
together against poverty

Non-religious charities  
e.g. WaterAid and Oxfam.



### Key vocabulary

caring	charity	Dr Barnardo	Genesis
Golden rules	Good/bad	friendships	important
right	wrong	unique	values



Mother Teresa



Doctor Barnardo



Sister Frances Dominica

# RE Knowledge Organiser - Class 1



## Why does Easter matter to Christians?

The Story of Holy Week  
Palm Sunday



Holy Monday and Tuesday



Spy Wednesday - usually called Ash Wednesday

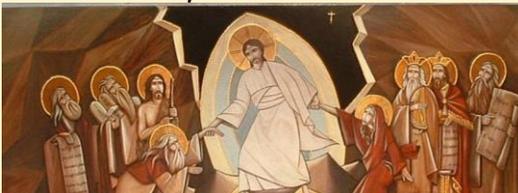
Maunder Thursday

Good Friday



Holy Saturday or Black Sabbath

Easter Sunday



**Class 1 - I can ...**

I can recognise that Incarnation and Salvation are a part of the big story.

I can give three examples of how Christians show their beliefs about Jesus's death and resurrection.

I can share thoughts about whether Easter offers any hopes to people.

### Make sense of belief:

- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).

### Understand the impact:

- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.

### Make connections:

- Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.



Jesus rose from the dead giving humankind the hope of salvation and everlasting life.

### Key vocabulary

Big story	Easter	Easter Sunday	Good Friday
heaven	Holy week	incarnation	Palm Sunday
new life	resurrection	salvation	Stations of Cross

# RE Knowledge Organiser - Class 2-3



## Why do Christians call the day Jesus died 'Good Friday'?

Most Christians say that Jesus came to show people how to live a life of love and obedience – saving or rescuing them by helping them to live God's way. Some Christians say Jesus did more – that he actually died to pay the penalty for all people's sin.

All a part of the

# Big Story

Three important days in Holy Week:

**Palm Sunday** (entry to Jerusalem: Matthew 21:7-11); **Good Friday** (Jesus' death: Luke 23:13-25, 32-48); and **Easter Sunday** (Jesus is raised to life: Luke 24:1-12).

Ideas for what different churches do on Palm Sunday, Good Friday and Easter Sunday.

[www.bbc.co.uk/programmes/p02mww94](http://www.bbc.co.uk/programmes/p02mww94)

**Class 2-3 - I can ...**

I can say what the events of Holy Week means to Christians.

I can say how Christians show their belief in Jesus through their worship.

I can share thoughts about why Christians call the day Jesus died 'Good Friday'.

**Make sense of belief:**

- Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.
- Offer informed suggestions about what the events of Holy Week mean to Christians.
- Give examples of what Christians say about the importance of the events of Holy Week.

**Understand the impact:**

- Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities.
- Describe how Christians show their beliefs about Jesus in worship in different ways.

**Make connections:**

- Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.



Jesus rose from the dead giving humankind the hope of salvation and everlasting life.

### Key vocabulary

Big story	Easter	Easter Sunday	Good Friday
heaven	Holy week	incarnation	Palm Sunday
new life	resurrection	salvation	Stations of Cross

# RE Knowledge Organiser - Class 2-3



## What do Hindus believe that God is like? [Brahman/atman]

**Brahman** as a metaphysical concept that refers to the single binding unity behind diversity in all that exists in the universe. In major schools of Hindu philosophy, it is the material, efficient, formal and final cause of all that exists. It is the pervasive, infinite, eternal truth and bliss which does not change, yet is the cause of all changes.

### Make sense of belief:

- Identify some Hindu deities and say how they help Hindus describe God.
- Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.
- Offer informed suggestions about what Hindu murtis express about God.

### Understand the impact:

- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali).
- Identify some different ways in which Hindus worship.

### Make connections:

- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.
- Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.

### The Story of Svetaketu

He represents the quintessential seeker of knowledge.

[The Story of Svetaketu | Spiritual Heritage Education Network Inc. \(spiritualeducation.org\)](http://www.spiritualeducation.org)

### Class 2-3 - I can ...

I can identify a number of Hindi deities.

I can describe some different ways Hindus worship.

I can suggest how the Hindi idea that everyone has a 'spark' of God in them (all living things are sacred and special) might benefit everyone in the world.

### Aum Symbol

It is called 'Aum' and made up of 3 sounds: 'A', 'U' and 'M'.



**Brahma** (Sanskrit: ब्रह्मा, romanized: Brahṃā) is referred to as "**The Creator**" within the **Trimurti**, the triple deity of supreme divinity that includes **Vishnu**, and **Shiva**.



"Brahman is formless but is the birthplace of all forms in visible reality"

### Key vocabulary

Aum	Brahma	Brahman	Creator
Diwali	Hindus	sacred	Shiva
shrine	Svetaketu	Trimurti	Vishnu

# RE Knowledge Organiser - Class 4



## For Christians, what was the impact of Pentecost? [Kingdom of God]

The Christian holiday of **Pentecost** is celebrated on the **50th day from Easter Sunday**. It commemorates the descent of the Holy Spirit upon the Apostles and other followers of Jesus Christ while they were in Jerusalem celebrating the Feast of Weeks, as described in the Acts of the Apostles.

### Class 4 - I can ...

I can retell the story of Pentecost as written in the book of Acts.

I can say how the Holy Spirit acts upon Christians today.

I can discuss, giving valid reasons, why people might not want to be a part of God's Kingdom.

#### Make sense of belief:

- Make clear 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.

#### Understand the impact:

- Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now.
- Describe how Christians show their beliefs about the Holy Spirit in worship.

#### Make connections:

- Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.



### The Story of Pentecost

Written in Acts 2:1-15, 22 and 37-41.

3,000 witnesses are converted.

Acts 2:41-47, 3,000 people accept Jesus as king of their lives, and join the 'kingdom of God'.



### Key vocabulary

Apostles	atheist	Christians	disciples
heaven	Holy Spirit	kingdom	Lord's Prayer
New Testament	Pentecost	resurrection	Trinity

# RE Knowledge Organiser - Class 4



## What does it mean to be Hindu in Britain today?

**Note** that the word '*Hinduism*' is a European word for describing a diverse religious tradition that developed in what is now northern India. People within the tradition itself often call Hinduism '**Sanatan Dharma**', which means '*Eternal Way*' and describes a complete way of life rather than a set of beliefs. Introduce the word dharma – this describes a Hindu's whole way of life, there is no separation between their religious, social and moral duties.

### Make sense of belief:

- Describe how Hindus show their faith within their families in Britain today (e.g. home puja).
- Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali).
- Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India).

### Understand the impact:

- Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean.
- Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma).

### Make connections:

- Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

### Class 4 - I can ...

I can relate ways a Hindu may show their faith.

I know the terms dharma, Sanatan Dharma and Hinduism and say what they mean.

I can discuss what it is like for a Hindu in Britain today.

Find out what Hindus do together and why e.g. visiting the temple/ **mandir**, performing rituals, including prayer, praise such as singing hymns/songs (**bhajans**), offerings before the **murtis**, sharing and receiving **prashad** (an apple or sweet) representing the grace of God, looking at Hindu iconography.

Show images of Diwali being celebrated and recall the story of **Rama and Sita** from Unit L2.7. Identify the characters, connect with ideas of Rama as the god **Vishnu** in human form (avatar); examine the role of Sita; examine the use of light in Hindu celebrations to represent good overcoming bad, and Hindus overcoming temptation in their own lives; and the festival as an invitation to **Lakshmi**, goddess of prosperity and good fortune.



### Useful websites

BBC Bitesize - <https://www.bbc.co.uk/bitesize/guides/zvrsv9q/video>

BBC Religions - Holi: <https://www.bbc.co.uk/bitesize/guides/zvrsv9q/video>

BBC Religions -Raksha Bandhan:

[www.bbc.co.uk/religion/religions/hinduism/holydays/raksha](http://www.bbc.co.uk/religion/religions/hinduism/holydays/raksha).

Hindu glossary: <https://religionfacts.com/hinduism/glossary>

### Key vocabulary

Bhagavid Gita	bhajans	dharma	Diwali
eternal way	Hinduism	Holi	Lakshmi
mandir	murtis	puja	Sanatan Dharma

# RE Knowledge Organiser - Class 5



## What do Christians believe Jesus did to 'save' people?

The Bible: the **Big Story** explores a Christian understanding of the big story of the Bible from Genesis to Revelation, Creation to New Creation, pairing nine Old Testament concepts with their equivalent fulfilment in the New Testament. Concepts include creation, Fall, sin, forgiveness, sacrifice, justice, exile and Messiah.

### Make sense of belief:

- Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- Explain what Christians mean when they say that Jesus' death was a sacrifice.

### Understand the impact:

- Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.
- Show how Christians put their beliefs into practice in different ways.

### Make connections:

- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.
- Articulate their own responses to the idea of sacrifice, recognising different points of view.

What is Holy Communion? - video clip

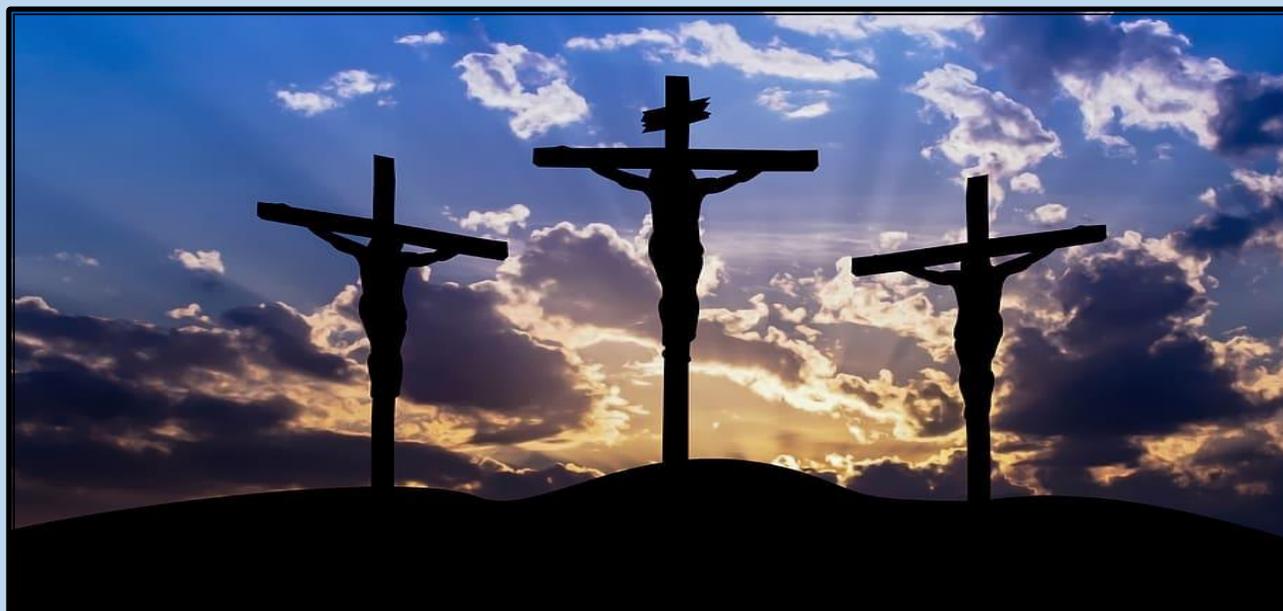
<https://www.bbc.co.uk/teach/class-clips-video/what-is-holy-communion/zjfjt39>

### Class 5 - I can ...

I can explain what Christians mean when they say that Jesus' death was a sacrifice.

I can make connections between Jesus' sacrifice and the Holy Communion.

I understand the concept of 'sacrifice' and can say whether it is good or bad, giving reasons



### Holy Week

Explore what happened in Holy Week. All four Gospels describe the events but Mark 14-15 offers the most succinct account. You could start by giving pairs of pupils some short extracts (e.g. Last Supper, Garden of Gethsemane, Judas' betrayal and arrest, trial, Peter's denial, Pilate, crucifixion, death, burial, resurrection), asking them to decide how they would portray this scene in art, or do a freeze frame.

### Key vocabulary

Big Story	communion	crucifixion	Fall
Holy Week	Incarnation	martyr	Messiah
resurrection	sacrifice	salvation	sin

# RE Knowledge Organiser - Class 5



## Why do Hindus want to be good?

**Remember** that *Hinduism* is very diverse, and so there is hardly anything that we can say 'all Hindus believe ...' However, the ideas of **dharma**, **karma**, **samsara** and **moksha** are commonly held, although described in a range of ways.

### Useful websites

Religious Studies KS2: The cycle of birth, death and rebirth-(video clip) <https://www.bbc.co.uk/teach/class-clips-video/the-hindu-cycle-of-birth-death-and-rebirth/zn68qp3>

Hindu concepts: Explains Atman, Dharma, Varna, Karma, Samsara, Purushartha, Moksha, Brahman, Bhagavan and Ishvara.

[https://www.bbc.co.uk/religion/religions/hinduism/concepts/concepts\\_1.shtml](https://www.bbc.co.uk/religion/religions/hinduism/concepts/concepts_1.shtml)

Hindu glossary: <https://religionfacts.com/hinduism/glossary>

### **Class 5 - I can ...**

I can explain dharma, karma, samara and moksha.

I can make links between dharma, karma, samara and moksha and the way Hindus live.

I can discuss the impact that karma might have on all individuals around the world.

### **Make sense of belief:**

- Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.
- Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.

### **Understand the impact:**

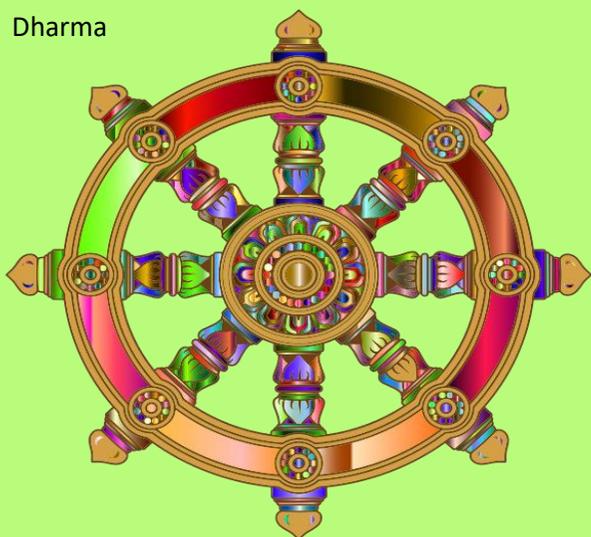
- Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live.
- Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.
- Give evidence and examples to show how Hindus put their beliefs into practice in different ways.

### **Make connections:**

Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.

- Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

Dharma



### **Key vocabulary**

ashramas	atman	Brahman	dharma
karma	Hindu	Mahabharata	Moksha
punusharthas	rebirth	reincarnation	Samsara

# RE Knowledge Organiser - Class 6



## For Christians, what kind of king is Jesus? (Kingdom of God)

This unit is about **trying to transform the world**. Talk about what a better world would be like. Gather ideas about some of the problems in the world (e.g. hunger, poverty, violence, lack of healthcare, etc.) and find out about some people who have made a difference to the world (e.g. have a look at winners of the Nobel Peace Prize or the Niwano Peace Prize). List ways in which people could make the world a better place in the next 50 years.

**Introduce** the idea of Jesus as 'a different kind of king' by reading about his 'temptation in the wilderness' in **Luke 4:1-13**. Specifically see verses 5-8 where Luke describes the devil offering Jesus a chance to be king of all nations on Earth. Jesus refuses. What does this say about Jesus' idea of kingship?

### Class 6 - I can ...

I can explain what Christians believe the Kingdom of God is.

I can make connections between the Kingdom of God and how Christians may put their beliefs into practice.

I can relate how the 'Kingdom of God' model could benefit others.

### Make sense of belief:

- Explain connections between biblical texts and the concept of the kingdom of God.
- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.

### Understand the impact:

- Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice.
- Show how Christians put their beliefs into practice in different ways.

### Make connections:

- Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.
- Articulate their own responses to the idea of the importance of love and service in the world today.



### Kingdom parables:

**The Feast: Luke 14:12-24.** Consider possible meanings: who was the audience for the story, and how might they have responded?

**The Tenants in the Vineyard: Matthew 21:33-46.** Explore this story creatively. Use these clues to work out what it might mean. In the Old Testament, the people of God are compared to God's vineyard. In John's Gospel, Jesus is called the Son of God. The Old Testament called the Prophets 'Servants of the Lord'.

### Key vocabulary

charity	Christian	devotion	forgiveness
heaven	kingship	Kingdom of God	love
parables	serve others	Son of God	temptation

# RE Knowledge Organiser - Class 6



## What does it mean to be a Muslim in Britain today?

**Note** that this unit builds on two previous units on Islam (1.6, L2.9) and some thematic study (e.g. 1.8, L2.12), so start by finding out what pupils already know. Recall key concepts: **ibadah**, **Tawhid**, **iman** (see Guidance p.142)

### Make sense of belief:

- Identify and explain Muslim beliefs about God, the Prophet\* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message).
- Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet).

### Understand the impact:

- Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art).
- Give evidence and examples to show how Muslims put their beliefs into practice in different ways.

### Make connections:

- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today.
- Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.
- Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.

### Class 6 - I can ...

I can explain what Muslims believe about God and the Holy Qur'an.

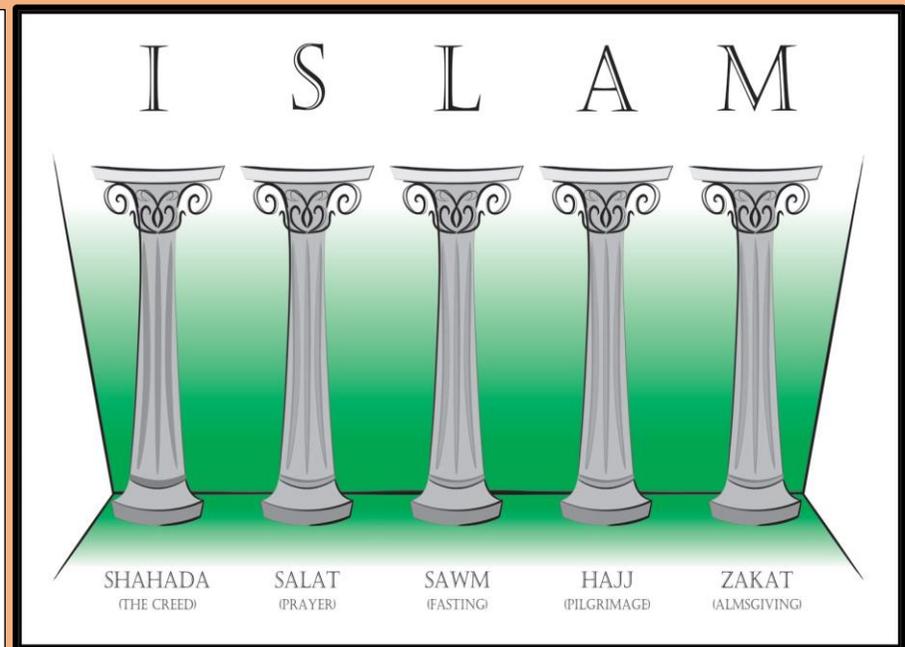
I can make connections between the Muslim beliefs and ibadah.

I can explain the benefits of following Muslim's beliefs, whether Muslim or not.

**Tawhid** is the oneness of Allah (God). Islam teaches absolute monotheism – there is only one God.

**Iman** is faith, the believer's response to God.

**Ibadah:** Muslims use this single word for both worship and any action that is performed with the intention of obeying Allah.



### Five Pillars of Islam

The Five Pillars of Islam are fundamental practices in Islam, considered to be obligatory acts of worship for all Muslims. They are summarized in the famous hadith of Gabriel. The Sunni and Shia agree on the basic details of the performance and practice of these acts, but the Shia do not refer to them by the same name. They are: Muslim **creed**, **prayer**, **charity to the poor**, **fasting** on the month of Ramadan, and the **pilgrimage** to Mecca for those who are able.

### Key vocabulary

charity	creed	fasting	hajj
ibadah	Iman	mosque	Muhammad
Muslim	pilgrimage	Qur'an	Tawhid