

RE Knowledge Organiser - Class Foundation



Which places are special and why?

One way of introducing this question is to discuss places that are important to children, for example places to be happy, to have fun, to be quiet or to feel safe. When do they go to these places and what is it like being there? Use models to help children engage in small world play, to talk about what happens in a library, hospital, football ground etc., and why.

Foundation Class - I can ...

I know that many religious people have special places to pray to God.

I can talk about some of the things one might find in a religious building.

I can explain why a place is special to me.

Make sense of belief:

- Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.

Understand the impact:

- Recognise that some religious people have places which have special meaning for them.
- Talk about the things that are special and valued in a place of worship.

Make connections:

- Talk about somewhere that is special to themselves, saying why.
- Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church • Express a personal response to the natural world.

Suggested questions you could explore:

Where do you feel safe? Why?

Where do you feel happy? Why?

Where is special to me?

Where is a special place for believers to go?

What makes this place special?

Consider a church building as a special place for Christians and/or a mosque as a special place for Muslims, where they worship God. Look at some pictures of the features (e.g. church: font, cross, candle, Bible; mosque: washing area, prayer hall, prayer mats, minaret). Talk about what makes this a place of worship. Imagine what it would be like to be there. Find out what people do there. Ask children to choose the most interesting picture(s) and collect children's questions about the image(s). You might get them to create a small world model of something they find in a place of worship, such as a cross or a pulpit



Key vocabulary

altar	candle	church	cross
font	mosque	prayer mat	pulpit
temple	special	spiritual	synagogue

RE Knowledge Organiser - Class Foundation



Which stories are special and why?

One way of introducing this question is to ask children to bring favourite books and stories from home, choose the favourite story in the class, or the teacher could share her favourite childhood story and explain why she liked it so much.

Foundation Class - I can ...

I can talk about some religious stories.

I can talk about some of the things these stories teach believers.

I can express feelings about some of the stories they have heard.

Make sense of belief:

- Talk about some religious stories
- Recognise some religious words, e.g. about God.
- Identify a sacred text e.g. Bible, Torah.

Understand the impact:

- Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.

Make connections:

- Identify some of their own feelings in the stories they hear.

Suggested questions you could explore:

- What stories do you know about Jesus?
- What do you think Jesus was (is) like?
- Do you know any Bible stories?
- What stories do you know that are special to Christians (or other faiths)?
- Who are the stories about?
- What happens in the story? Does the story tell you about God?
- What do you learn?
- What stories do you know that tell you how you should behave towards other people?
- What are the similarities and differences between different people's special stories?

Hear and explore some stories from major faith traditions: choose from the following: • Jews and Christians share these stories (the Jewish scriptures are included in what Christians call the 'Old Testament'): e.g. David the Shepherd Boy (1 Samuel 17) and the story of Ruth (book of Ruth in the Bible). • Jews read the story of Chanukah (found in the books of Maccabees, not included in the Christian Old Testament) • Christians use stories Jesus told and stories from the life of Jesus: e.g. Jesus as friend to the friendless (Zacchaeus, Luke 19); saying 'thank you' (Ten Lepers, Luke 17:11–19); etc. • Muslims use stories about the Prophet Muhammad* e.g. Prophet Muhammad and the night of power, Muhammad and the cats, Muhammad and the boy who threw stones at trees, Bilal the first muezzin. • Hindus enjoy the story of Rama and Sita; the story of Ganesha; stories about Krishna;pulpit.



Key vocabulary

Bible	Chanukah	Ganesha	holy book
Krishna	Muhammed	Quran	Rama and Sita
Ten Lepers			

RE Knowledge Organiser - Class 1



Who is a Muslim and how do they live? (Double Unit)

Introduce the idea that Muslims believe in Allah as the one true God ('Allah' is the word for 'God' in Arabic, not a name. In Islam, the central belief that there is only one God is referred to as 'Tawhid').

Class 1 - I can ...

I recognise some of the words of the Shahadah and it's importance.

I can give examples of how Muslims use the Shahadah to show what matters to them.

I can give informed opinions about Muslim beliefs and practices.

Make sense of belief:

- Recognise the words of the Shahadah and that it is very important for Muslims.
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.
- Give examples of how stories about the Prophet show what Muslims believe about Muhammad.

Understand the impact:

- Give examples of how Muslims use the Shahadah to show what matters to them.
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).
- Give examples of how Muslims put their beliefs about prayer into action.

Make connections:

- Think, talk about and ask questions about Muslim beliefs and ways of living.
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

There are 99 names to describe the different attributes of Allah:

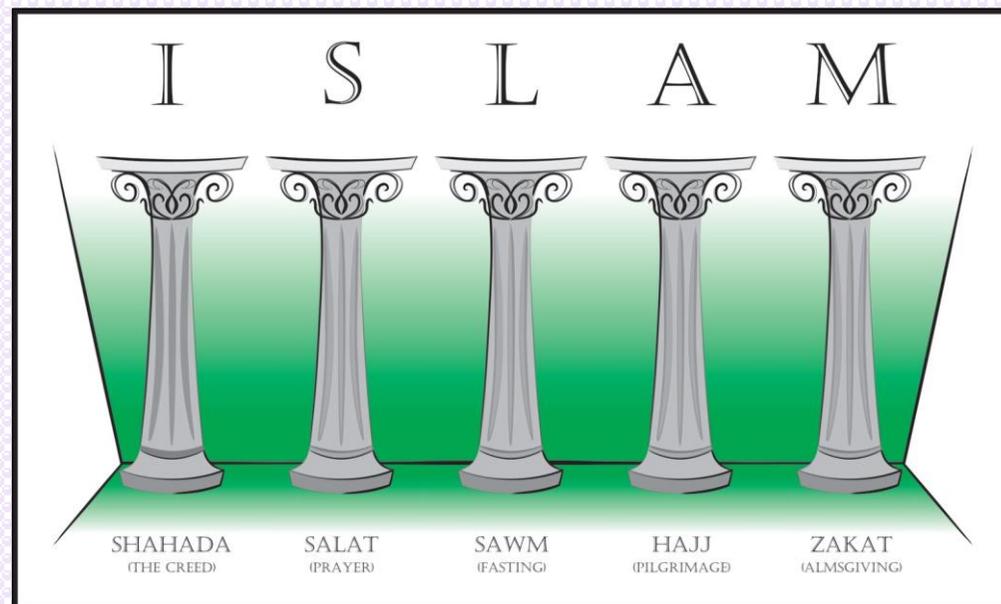
Look at <https://namesofallah.co.uk>

Al-Barr = The Fountain-Head of Truth - the source of all goodness.

Al-Azeem = The magnificent One.

Al-Salam = The Embodiment of Peace.

The **Shahadah** is the declaration of faith or the key statement of belief of Muslims. Muslims are expected to know the declaration of faith. For Sunni Muslims the Shahadah is: "There is no God but Allah and Muhammad is the Prophet of Allah." Shi'a Muslims add an extra phrase to the Shahadah: "And Ali is the friend of God."



Key vocabulary

Allah	Al-Azeem	Al- Barr	Al-Salam
Five Pillars	ibadah	Iman	Islam
Muhammed	Quran	Shahadah	witness

RE Knowledge Organiser - Class 2/3



How do festivals and worship show what matters to Muslims?

Recall learning from Unit 1.7 about ibadah (worship and belief in action). Remind pupils about the Five Pillars – they have explored Shahadah and salah already. This unit builds on that learning by digging a little deeper into prayer, then looking at fasting in Ramadan and the festival of Eid-ul-

Class 2/3 - I can ...

I can identify a few beliefs that Muslims have about God and worship.

I can give examples of ways that Muslims worship (ibadah).

I can say how non-Muslims benefit from the submission and service to God of a Muslim.

Make sense of belief:

- Identify some beliefs about God in Islam, expressed in Surah 1.
- Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God).

Understand the impact:

- Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.
- Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque).

Make connections:

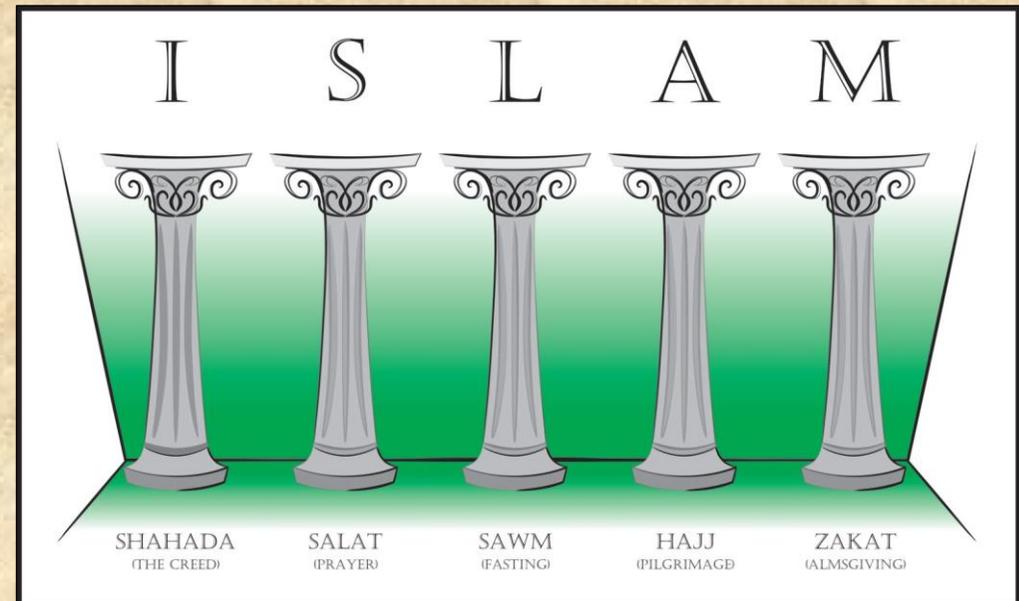
- Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.
- Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

Sura Al-Fatiha ("The Opening") is the first chapter of the Quran. Its verses are a prayer for God's guidance and stress the Lordship and Mercy of God (Allah in Arabic). This chapter has a special role in daily prayers (Salat), being recited at the start of each unit of prayer, or rak'ah.



Introduce the meaning of the words 'Islam' and 'Muslim': based on the Arabic root 'slm', which means peace; Islam means the peace that comes from being in harmony with God; and Muslim means one who willingly submits to God.

Ibadah is an Arabic word meaning service or servitude. In Islam, ibadah is usually translated as "**worship**", and ibadat—the plural form of ibadah—refers to Islamic jurisprudence of Muslim religious rituals.



Key vocabulary

Allah	Eid-ul-Fitr	fasting	Five Pillars
ibadah	mosque	Muslims	Ramadan
Salah	self-control	Shahadah	Surah 1

RE Knowledge Organiser - Class 2/3



How and why do people mark the significant events of life?

Throughout this unit, make connections with pupils' prior learning from earlier in the year. Compare the ways Christians mark their journey through life with whichever religion has been studied this year, as well as non-religious responses, where appropriate.

Class 2/3 - I can ...

- I can name significant events and explain what they mean.
- I can identify differences in how people celebrate commitment.
- I can give reasons why seeing life a journey is good or bad.

Make sense of belief:

- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.
- Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.

Understand the impact

- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.
- Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals).
- Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism).

Make connections:

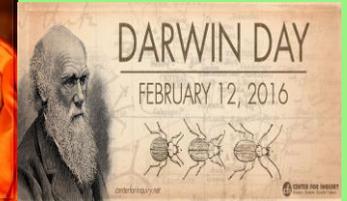
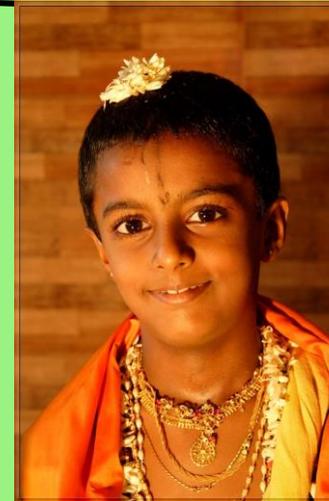
- Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones.
- Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.
- Give good reasons why they think ceremonies of commitment are or are not valuable today.

Humanist Days of Importance:

Special Days and Celebrations Humanists have no particular festival days. Some humanists choose to celebrate New Year or "Winterval" rather than Christmas; some celebrate International Humanist Day on 21 June, or Human Rights Day in December, or on the birthday of Charles Darwin on 12 February, but none of these is obligatory.

Upanayana - The Sacred Thread Ceremony

A Hindu male child when reaches a certain age is expected to enter Brahmachari, a stage of receiving education, and Upanayanam is carried out. The Sacred Thread Ceremony or Upanayana is performed to formally introduce the child to a teacher so he could get an education.



Key vocabulary

Bar Mitzvah	Bat Mitzvah	belonging	ceremony
commitments	Humanism	life journey	map of life
metaphor	milestones	sacred thread	symbolism

RE Knowledge Organiser - Class 4



How do festivals and family life show what matters to Jewish people?

Note that this unit builds on learning from Unit 1.7. This unit explores the importance of the family and home in Judaism, as you look at ways in which festivals are celebrated. You could re-visit the celebration of Shabbat and deepen pupils' understanding in this context.

Class 4 - I can ...

I can make links between Exodus and Jewish traditions and beliefs.

I can describe how Jews show their beliefs through worship.

I can discuss the importance of reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world.

Make sense of belief:

- Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.
- Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people.
- Offer informed suggestions about the meaning of the Exodus story for Jews today.

Understand the impact:

- Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals).
- Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.

Make connections:

- Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.
- Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.

BBC Teach; Religious Studies KS2: Celebrating Rosh Hashanah (Jewish New Year) <https://www.bbc.co.uk/teach/class-clips-video/what-is-rosh-hashanah-jewish-new-year/zdq8xs>

Teacher Notes

Ask the class, before they see the clip, which words or phrases we ought to say more often. Among others, there are four which usually come up: 'Sorry', 'thank you', 'please' and 'I love you'.

Talk about why these words matter, but are often left unsaid. Tell the class that Jewish festivals include saying all four of these things to the Almighty, and to each other as well.



BBC Bitesize KS2 Judaism:

<https://www.bbc.co.uk/bitesize/topics/znwhfg8> clips on 'Passover' and 'Yom Kippur'.

Key vocabulary

deliverance	Exodus	forgiveness	gratitude
Passover	reflection	repentance	Rosh Hashanah
salvation	Siddur	Talmud	Yom Kippur

RE Knowledge Organiser - Class 4



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

Think about some of the ways in which the world is not such a good place: you could start small and local, and end up big and global e.g. from upsetting people in the dinner queue through to messing up the environment. Talk about why people are not always as good as they could be.

Class 4 - I can ...

I can make links between religious beliefs and making a better world.

I can describe some ways how people put beliefs into action.

I can express opinions about the best ways to make the world a better place.

Make sense of belief:

- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).
- Make links between religious beliefs and teachings and why people try to live and make the world a better place.

Understand the impact:

- Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek).
- Describe some examples of how people try to live (e.g. individuals and organisations).
- Identify some differences in how people put their beliefs into action.

Make connections:

- Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better.
- Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas.
- Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.

Tikkun Olam

Tikkun means to repair or improve. **Olam** means the entire world. In Jewish teachings, any activity that improves the world, bringing it closer to the harmonious state for which it was created is considered Tikkun Olam. **Tikkun Olam** implies that while the world is innately good, its Creator purposely left room for us to improve upon His work.

<https://www.learningtogive.org/resources/tikkun-olam>



Tzedek - The UK Jewish Community's response to extreme poverty. 'As long as there is poverty and suffering in the world, we have a responsibility to act.' <https://tzedek.org.uk/>

Christian Aid

Christian Aid is the official relief and development agency of 41 Christian churches in the UK.

Islamic Relief

Supports long term development projects in some of the worlds poorest regions.

Key vocabulary

charity	empathy	environment	evil
generosity	global	harmonious	honesty
justice	kindness	Tikkun Olam	Tzedek

RE Knowledge Organiser - Class 5



Why is the Torah so important to Jewish people?

Find out about some contemporary Jews, both local and global. Use this to reflect upon the diversity of the Jewish community. Find out about local Jewish communities (www.jewishgen.org/jcr-uk/england_geographic.htm and www.jewishgen.org/jcr-uk/London/london_boroughs.htm)

Class 5 - I can ...

I can explain Jewish beliefs about God.

I can describe how Orthodox and Progressive Jews differ.

I can discuss the value of tradition, ritual, community and worship for Jews and for other people.

Make sense of belief:

- Identify and explain Jewish beliefs about God.
- Give examples of some texts that say what God is like and explain how Jewish people interpret them.

Understand the impact:

- Make clear connections between Jewish beliefs about the Torah and how they use and treat it.
- Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws).
- Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice).

Make connections:

- Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.
- Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

Differences between Orthodox and Progressive Jews

Most people could easily name some differences between the Progressive (formerly 'Reform') and Orthodox Judaism. Progressive Judaism allows mixed seating and female rabbis. Orthodox Judaism has separate seating of men and women and only male rabbis. Orthodox Judaism maintains that a Jew should keep kosher and not drive on Shabbat.

BBC Teach; Religious Studies KS2: The Torah

<https://www.bbc.co.uk/teach/class-clips-video/what-is-the-torah/zhs2t39>

Teacher Notes

Some of the teaching of the Torah can be presented to children as examples of ancient wise advice: Do not lie. Honour your parents. Don't be greedy. Love God with all your heart and love your neighbour as much as you love yourself. The Torah also contains stories – of Adam and Eve, Noah, Abraham, Jacob, Joseph, Moses. Starting with this clip, plan lessons that explore these teachings and stories in depth and detail, making sure they are presented as Jewish texts, not just as the 'Christian Old Testament'

Kosher Laws

<https://www.orthodox-jews.com/kosher-laws.html#axzz7N3aQJ376>

THE PERSONAL NAME OF GOD

YHWH-JIREH	God will see and provide (<i>Gen. 22:14</i>)
YHWH-NISSI	God my banner (protection or covering) (<i>Ex. 17:15</i>)
YHWH-SHALOM	God is my peace (<i>Jud 6:24</i>)
YHWH-SHAMMAH	God who is always present (<i>Ezek 48:35</i>)
YHWH-SABBAOTH	God of the armies of Israel and Heaven (<i>1 Sam 1:3</i>)
YHWH-RAAH	God my shepherd and companion (<i>Ps 23:1</i>)
YHWH- ELOHIM	God the God of Israel (<i>Isa 17:6</i>)
YHWH- MACCADDICHEM	God who sanctifies you (<i>Exo 31:13</i>)
YHWH-TSIDKENU	God our righteousness (<i>Jer. 23:6</i>)

Key vocabulary

almighty	community	King of kings	Kosher Laws
Orthodox	Progressive	ritual	Sefer Torah
synagogue	Torah	tradition	worship

RE Knowledge Organiser - Class 5



Why do some people believe in God and some people not?

During this unit, take the opportunity to find out what pupils already know from previous study, and build on that prior learning. Their understanding of what God is like as far as Christians, Jews and Muslims are concerned should be reasonably developed by now.

Class 5 - I can ...

I can explain the terms 'theist', 'atheist' and 'agnostic'.

I can give examples of how belief has affected how one lives.

I can articulate how personal belief affects my behaviour.

Make sense of belief:

- Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs.
- Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from
- Give examples of reasons why people do or do not believe in God.

Understand the impact:

- Make clear connections between what people believe about God and the impact of this belief on how they live.
- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis).

Make connections:

- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging.
- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.
- Make connections between belief and behaviour in their own lives, in the light of their learning.

Web Search: KS2 -

Jennifer Wiseman; Astronomer talks faith and life on other planets - BBC News

John Polkinghorne; Belief in God in an Age of Science

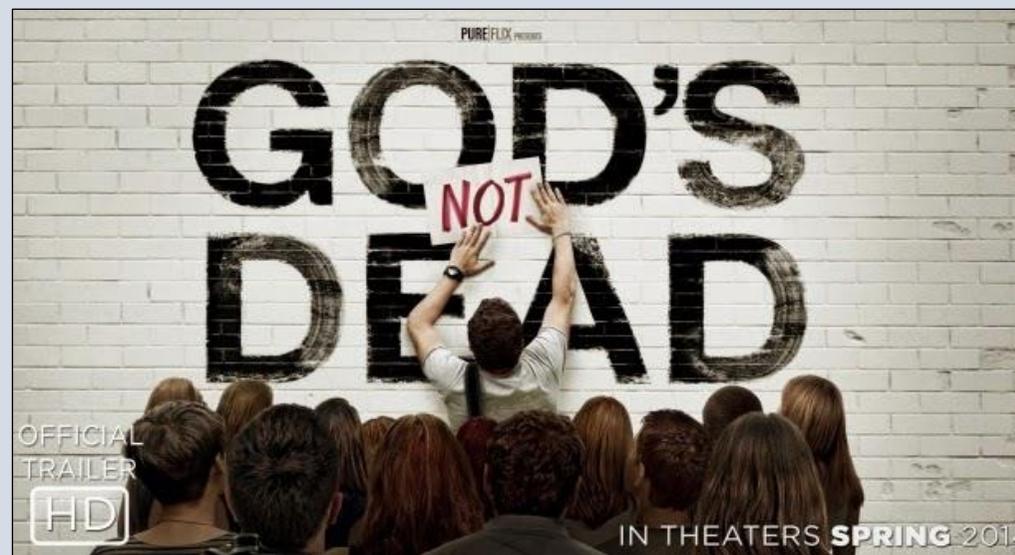
Russell Stannard; A retired high-energy particle physicist who has made contributions to the field of spiritual values.

Richard Dawkins; An atheist, vice president of the British Humanist Association, and a supporter of the Brights movement. He is well known for his criticism of creationism and intelligent design.

Atheism, in the broadest sense, is an absence of belief in the existence of deities. Less broadly, atheism is a rejection of the belief that any deities exist. In an even narrower sense, atheism is specifically the position that there are no deities.

Agnosticism is the view or belief that the existence of God, of the divine or the supernatural is unknown or unknowable. Another definition provided is the view that "human reason is incapable of providing sufficient rational grounds to justify either the belief that God exists or the belief that God does not exist."

Theism is broadly defined as the belief in the existence of a supreme being or deities.



Key vocabulary

agnostic	atheist	conform	fear
immoral	indoctrination	moral	non-religious
peer pressure	religious	science	theist

RE Knowledge Organiser - Class 6



What matters most to Humanists and Christians?

Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why? Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad?

Class 6 - I can ...

I can compare Humanist and Christian beliefs about good and bad.

I can consider why having a moral code might be a good or a bad thing.

I can reason why it is important for people to be good.

Make sense of belief:

- Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist).
- Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God').

Understand the impact:

- Make clear connections between Christian and Humanist ideas about being good and how people live.
- 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:

- Raise important questions and suggest answers about how and why people should be good.
- Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

Atheism, in the broadest sense, is an absence of belief in the existence of deities. Less broadly, atheism is a rejection of the belief that any deities exist. In an even narrower sense, atheism is specifically the position that there are no deities.

Christian, Christians believe in one God, that is revealed in three forms: The Father, The Son and the Holy Spirit. They follow the teachings of Jesus as set out in the Bible and through the traditions of their Church.

What is a 'humanist'? Humanists do not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion. They do not follow a holy book either. Instead, Humanists value traits like reason and rely on science to explain the way things are. Humanists believe that people have one life to live - there is no afterlife. As a result they focus on being happy and making the most of their life. They also believe they have a duty to support others.

Humanism and Worship – Humanists do not go to a place of worship, however they may hold lectures, and discussion groups.

Humanism and Ceremonies – Humanists hold ceremonies, celebrations and special occasions. These may be weddings, naming ceremonies or funerals.

BBC Bitesize; <https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn>



Key vocabulary

atheism	bad behaviour	Christian	code for living
good behaviour	good mannered	Humanist	kindness
moral	non-religious	sinful	values

RE Knowledge Organiser - Class 6



How does faith help people when life gets hard?

Encourage pupils to ask questions about life, death, suffering, and what matters most in life. Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering, etc

Class 6 - I can ...

I can identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.

I can give examples of ways in which beliefs about resurrection/judgement/heaven /karma/reincarnation make a difference to how someone lives.

I can explain how faith helps people when life gets hard.

Make sense of belief:

- Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life.
- Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.

Understand the impact:

- Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement).
- Give examples of ways in which beliefs about resurrection/judgement/heaven /karma/reincarnation make a difference to how someone lives.

Make connections:

- Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.
- Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.

Views on Death

BBC Bitesize - Non-Religious Views on Funerals.

BBC Teach - Religious Studies KS2: The cycle of birth, death and rebirth.

BBC - Religions - Christianity: Christian funerals.

12 Laws of Karma; <https://themindfool.com/12-laws-of-karma/>

1. The Cause and Effect Law
2. The Law of Creation
3. The Law of Humility
4. The Law of Growth
5. The Law of Responsibility
6. The Law of Connection
7. The Law of Focus
8. The Law of Giving and Hospitality
9. The Law of Here and Now
10. The Law of Change
11. The Law of Patience and Reward
12. The Law of Significance and Inspiration



The Golden Rule

That nature only is good when it shall not do unto another whatever is not good for it's own self.

Blessed is he who prefers his brother before himself.

What is hateful to you, do not do to your fellow man. That is the entire Law; all the rest is commentary.

Hurt not others with that which pains yourself.

This is the sum of duty: do naught to others that which if done to thee would cause pain.

Do unto others as you would have them do unto you.

No one of you is a believer until he desires for his brother what he desires for himself.

Key vocabulary

afterlife	death	heaven	judgement
karma	liturgy	meditation	peacefulness
prayer	reincarnation	resurrection	suffering