



# HAWTHORN PARK COMMUNITY PRIMARY SCHOOL

Where Care and Learning Count

Headteacher: Mrs Jeni Houghton



## Reception R.E. Knowledge Organiser

**RE is a compulsory part of the basic curriculum for all Reception-age pupils, and should be taught according to the agreed syllabus.**

**By the end of the year, Reception children will be able to do the following in RE and will potentially meet Exceeding Descriptors in the following areas**

Communication and Language	<ul style="list-style-type: none"><li>• Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.</li><li>• They use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li><li>• They answer 'who', 'how' and 'why' questions about their own experiences in response to stories, experiences or events from different sources.</li><li>• They talk about how they and others show feelings.</li><li>• They develop their own narratives in relation to stories they hear from different communities.</li></ul>
Personal, social and emotional development	<ul style="list-style-type: none"><li>• Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</li><li>• They work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously.</li><li>• They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.</li><li>• They think and talk about issues of right and wrong and why these questions matter.</li><li>• They respond to significant experiences, showing a range of feelings when appropriate.</li><li>• They have a developing awareness of their own needs, views and feelings and are sensitive to those of others.</li><li>• They have a developing respect for their own cultures and beliefs, and those of other people.</li><li>• They show sensitivity to others' needs and feelings, and form positive relationships.</li></ul>
Understanding the world	<ul style="list-style-type: none"><li>• Children talk about similarities and differences between themselves and others, among families, communities and traditions.</li><li>• They begin to know about their own cultures and beliefs and those of other people.</li><li>• They explore, observe and find out about places and objects that matter in different cultures and beliefs.</li></ul>
Expressive arts and design	<ul style="list-style-type: none"><li>• Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.</li><li>• They respond in a variety of ways to what they see, hear, smell, touch and taste.</li></ul>
Literacy	<ul style="list-style-type: none"><li>• Children are given access to a wide range of books, poems and other written materials to ignite their interest.</li></ul>
Mathematics	<ul style="list-style-type: none"><li>• Children recognise, create and describe some patterns, sorting and ordering objects simply.</li></ul>

**In reception, pupils should cover a minimum of four out of six of the units, taking into account the class's beliefs.**

<b>Christianity</b>	<b>F1: Why is the word 'God' important to Christians?</b>
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<b>Key Questions</b>	<b>Key Concept: God the Creator</b>	<b>Key Vocabulary</b>	
<ul style="list-style-type: none"> <li>• What does the word 'God' mean?</li> <li>• Which people believe in God? (Notice that some people do not)</li> <li>• Which people believe God is the Creator of everything?</li> <li>• What is amazing about the word?</li> <li>• What do Christians say about God as Creator?</li> <li>• What is the story that Christians and Jews use to think about the Creator?</li> <li>• What do Christians and other people (including non-religious people) think about the world and how we should treat it?</li> </ul>	Creation story from a children's version of the Bible. The idea of a Creator. What is different about the creations they made (their paintings, etc.) and the idea Christians, Jews and Muslims have about God as Creator? They believe God created <i>life</i> .	God	An important being for religious people
		Creator	Someone who makes something.
		Praise	Thanking God for life through singing, prayer, Harvest festival etc
		Prayer	Talking to God

**By the end of this unit pupils can:**

<b>Making sense of beliefs</b>	<b>Understanding the impact</b>	<b>Making connections</b>
Re-tell stories, talking about what they say about the word, God, human beings	Say how and when Christians may like to thank their Creator	Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Think about the wonders of the natural world, expressing ideas and feelings Talk about what people do to mess up the world and what they do to look after it

<b>Christianity</b>	<b>F2: Why is Christmas special for Christians?</b>
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<b>Key Questions</b>	<b>Key Story</b>	<b>Key Concepts</b>	
<ul style="list-style-type: none"> <li>• What special stories about Jesus are in the Bible?</li> <li>• Why do Christians (and non-Christians) perform Nativity plays at Christmas?</li> <li>• Why do Christians celebrate Jesus' birthday?</li> <li>• What special things do Christians do at Christmas to share God's love?</li> <li>• What makes every single person unique and precious?</li> <li>• How does the Christmas story tell Christians they are precious to God?</li> </ul>	Nativity Story: - Tell the story simply including all the key figures. Discuss the importance of each figure. - Christians would say Jesus is the most important.	Jesus	God came to Earth as Jesus (incarnation)
		Bible	An important book for Christians that tells them about God
		Religious and non-religious	Recognise that not everyone who celebrates Christmas is religious

**By the end of this unit pupils can:**

<b>Making sense of beliefs</b>	<b>Understanding the impact</b>	<b>Making connections</b>
Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus	Recall simple what happens at a traditional Christian festival	Talk about people who are special to them
Retell religious stories		Say what makes their family and friends special to them
		Re-tell religious stories, making connections with personal experiences

<b>Christianity</b>	<b>F3: Why is Easter special for Christians?</b>
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<b>Key Questions</b>	<b>Key Story: Easter</b>	<b>Key Symbols</b>	
<ul style="list-style-type: none"> <li>• What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come alive again?</li> <li>• What do Christians believe happened to Jesus?</li> <li>• Why do Christians believe this is such an important story?</li> <li>• What do Christians do at Easter?</li> <li>• Why do we have Easter Eggs?</li> </ul>	<b>Palm Sunday:</b> Jesus entered Jerusalem and people thought Jesus was going to come as a king and rescue them from the Romans – they wanted to be saved. They celebrated his arrival.  <b>Easter:</b> Briefly explain the story of Jesus dying on a cross, focusing on the idea of resurrection.	Cross	Palm crosses, hot cross buns, on Bibles, worn by Christians to remember Jesus dying.
		Eggs	Symbol of new life as Jesus came back to life
		Spring	Links to new life and 'life' returning.

<b>By the end of this unit pupils can:</b>		
<b>Making sense of beliefs</b>	<b>Understanding the impact</b>	<b>Making connections</b>
Recognise and re-tell stories connected with celebration of Easter	Recognise some symbols Christians use during Holy Week e.g. palm leaves, cross, eggs etc	Make connections between Christians symbols and signs of new life in nature
Say why Easter is a special time for Christians	Talk about some ways Christians remember these stories at Easter	Talk about ideas of new life

<b>Multiple Religions</b>	<b>F4: Being special: where do we belong?</b>
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<b>Key Questions</b>	<b>Possible Key Stories/ Beliefs (should reflect make up of class.)</b>
<ul style="list-style-type: none"> <li>• How do we show respect for one another?</li> <li>• How do we show love/how do I know I am loved?</li> <li>• Who do you care about? How do we show care/how do I know I am cared for?</li> <li>• How do you know what people are feeling?</li> <li>• How do we show people they are welcome?</li> <li>• What things can we do better together rather than on our own?</li> <li>• Where do you belong?</li> <li>• How do you know you belong?</li> <li>• What feels special about being welcomed into a group of people?</li> </ul>	<b>Christianity:</b> God loves people even from before they are born (Psalm 139), and their names are written on the palm of God's hand (Isaiah 49:16). Story of Jesus wanting to see the children even though the disciples tried stopping them (Mark 10:13–16) Belief that God loves children is shown in Christianity through infant baptism and dedication
	<b>Islam</b> <i>Aqiqah</i> ceremony, whispering of <i>adhan</i> and cutting of hair
	<b>Humanist</b> Some atheists (people who believe there is no God) might hold a Humanist naming ceremony.
	<b>Hindu</b> Raksha Bandhan, which celebrates the special bond between brothers and sisters. A sister ties a band (or <i>rakhi</i> ) of gold and red threads around the right hand of her brother

<b>By the end of this unit pupils can:</b>		
<b>Making sense of beliefs</b>	<b>Understanding the impact</b>	<b>Making connections</b>
Re-tell religious stories	Recall simple what happens at a traditional Christian infant baptism and dedication	Re-tell religious stories making connections with personal experiences
	Recall simple what happens when a baby is welcomed into a religion other than Christianity	Share and record occasions when things have happened in their lives that made them feel special

<b>Multiple Religions</b>	<b>F5: Being special: Which places are specially valued and why?</b>
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<b>Key Questions</b>	<b>Possible special places (should reflect make up of class)</b>
<ul style="list-style-type: none"> <li>• Where do you feel safe? Why?</li> <li>• Where do you feel happy? Why?</li> <li>• Where is special to you? Where is a special place for believers to go?</li> <li>• What makes this place special?</li> <li>• What do we want to know about both religious and non-religious 'special places'?</li> </ul>	Church - Features: font, cross, candle, Bible Activities: singing, praying etc
	Mosque - Features: washing area, prayer hall, prayer mats, minaret Activities: praying, washing etc
	Synagogue - Features: Torah, arc, eternal light Activities: Reading, praying etc
	Temple - Features: gods, shrine room, inner sanctum etc

<b>By the end of this unit pupils can</b>		
<b>Making sense of beliefs</b>	<b>Understanding the impact</b>	<b>Making connections</b>
Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God	Recognise that some religious people have places which have special meaning for them	Talk about somewhere that is special to themselves, saying why
	Talk about the things that are special and valued in a place of worship	Express a personal response to the natural world
		Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church

<b>Multiple Religions</b>	<b>F6: Which stories are specially valued and why?</b>
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<b>Key Questions</b>	<b>Possible stories (should reflect make up of class)</b>
<ul style="list-style-type: none"> <li>• What is your favourite story? What do you like about it, and why?</li> <li>• What stories do you know about Jesus? What do you think Jesus was (or is) like?</li> <li>• 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?</li> <li>• What stories do you know that tell you how you should behave towards other people?</li> <li>• What are the similarities and differences between different people's special stories?</li> </ul>	<b>Jewish and Christian</b> David the Shepherd Boy (1 Samuel 17) or the story of Ruth (the Book of Ruth in the Bible)
	<b>Jewish</b> The story of Hanukkah (found in the Books of Maccabees, not included in the Christian Old Testament)
	<b>Christian</b> Jesus as friend to the friendless (Zacchaeus, Luke 19); saying 'thank you' (Ten Lepers, Luke 17:11–19)
	<b>Islam</b> Stories about the Prophet Muhammad*, e.g. Muhammad and the night of power, Muhammad and the cats, Muhammad and the boy who threw stones at trees, Bilal the first <i>muezzin</i> . *Many Muslims say the words 'Peace be upon him' after saying the name of the Prophet Muhammad. This is sometimes abbreviated to 'PBUH' when written down.
	<b>Hindu</b> Rama and Sita, the story of Ganesha and stories about Krishna

<b>By the end of this unit pupils can</b>		
<b>Making sense of beliefs</b>	<b>Understanding the impact</b>	<b>Making connections</b>
Talk about some religious stories	Talk about some of the things the 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 is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right etc	Identify some of their own feelings in the stories they hear
Recognise some religious words, e.g. God		
Identify a sacred text eg Bible or Torah		