



HAWTHORN PARK COMMUNITY PRIMARY SCHOOL

Where Care and Learning Count

Headteacher: Mrs Jeni Houghton



KS1 Part 1 R.E Knowledge Organiser

End of Key Stage One Outcomes		
Making Sense of Beliefs	Understanding the Impact	Making Connections
Identify the core beliefs and concepts studied and give a simple description of what they mean.	Give examples of how people use stories, texts and teachings to guide their beliefs and actions	Think, talk and ask questions about whether the ideas they have been studying have something to say to them.
Give examples of how stories show what people believe.	Give examples of ways in which believers put their beliefs into action	Give a good reason for the views they have and the connections they make
Give clear, simple accounts of what stories and other texts mean to believers.		

Three Religions/Worldwide Views	1.7: How and why do we celebrate significant times? What makes some celebrations sacred to believers?
--	--

Key Concept	Key Questions	Key Vocabulary	
Study festivals over 2 lessons each from at least 3 different beliefs eg: Diwali, Holi, Eid, New Year, Red Nose Day etc. The festivals chosen should, where possible, reflect the beliefs of your class.	<ul style="list-style-type: none"> • What is the story of the festival's origin? • What does the festival give to your five senses? • What is the meaning of the festival? • What are the symbols of the festival, what do they mean? • What values and beliefs does the festival show off? 	Celebrate	To do something special to remember an important time.
		Remembrance	Memory or recollection
		Festival	A day or period of celebration

By the end of this unit pupils can:

Making sense of beliefs	Understanding the impact	Making Connections
Recognise a special time pupils celebrate and explain simple what celebration means	Give examples of the ways a festival makes a difference eg to emotions, families	Think, talk and ask good questions about big days in different religions
Identify and name at least three different religious festivals, giving two facts about each one	Talk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiences	Talk about links between how people celebrate today and old stories
Identify a belief that connects to a festival	Notice and suggest a meaning for some symbols used in the celebrations they learn about	Notice and find out about simple similarities: special or sacred food, music, stories, gatherings, prayers or gifts

Christianity and Islam	1.8: What can we learn from sacred books and stories?
-------------------------------	--

Key Questions	Key Concept: Respect	Key Stories
<ul style="list-style-type: none"> How do believers show they respect their special books? What is the meaning of the sacred story? Are there any hidden messages in the sacred story? How do the sacred stories teach believers how to live their lives? 	The Bible: <ul style="list-style-type: none"> Read aloud in church In some churches the congregation stands when it is read Show examples of beautiful bibles The Qur'an: <ul style="list-style-type: none"> Wrapped on a high shelf and never on the floor Opened only with clean hands on a Qur'an stand. 	Muslim Tradition: Hagar and Ismail and the Well of ZamZam An angel provides a spring of water to save a mother and child when they are thirsty. The story expresses the idea that Allah is a caring rescuer of those in trouble, and answers prayers.
		The Bible: The Lost Sheep (Luke 15) or another story that Jesus told

By the end of this unit pupils can:		
Making sense of belief	Understanding the impact	Making connections
Identify a belief about God linked to what a holy books says	Recognise how different religions express their respect for their scriptures, using symbols and by doing what they scriptures say	Talk about what they like in the stories from sacred texts that they hear
Recognise that sacred texts contain stories which are special to many people and should be treated with respect		Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people
Identify at least three symbols of respect used by members of a religious when they use their holy book.	Give simple examples of 'hidden messages' in faith stories, or wise sayings	Suggest feelings and reasons of characters at key points in faith stories
		Ask and suggest answers to questions arising from their learning about holy books

Christianity, Islam, Non-religious	1.9 How should we care for each other? Why does it matter?			
Key Concept: Why it matters	Key Questions	Key Figures: Caring because of belief or ethics		
Christians: Genesis 1 teaches that humans are made unique. When God created humanity it was 'very good'.	<ul style="list-style-type: none"> What is charity? Why does it matter to help those who are not as well off or as fortunate as we are? 	Religious Examples:		
The Golden Rule: Treat others as you wish to be treated. Found in many religions		<ul style="list-style-type: none"> Mother Teresa - Dr Barnardo Sister Frances Dominica - Islamic Relief 	Non-Religious:	
Stories of friendship: Christian- The Good Samaritan Non-religious- Rainbow Fish		<ul style="list-style-type: none"> Water Aid - Oxfam -Children in Need 		

By the end of this unit pupils can:		
Making sense of beliefs	Understanding the impact	Making connections
Identify a story or text that says something about each person being unique and valuable	Give an example of how people show that they care for others, making a link to one of the stories	Think, talk and ask questions about what difference believing in God makes to how people treat each other
Give an example of a key belief that some people find in one of these stories (e.g. that God loves all people)	Give examples of how religious teach encouraged care for other people	Give good reasons why everyone (religious and non-religious) should care for others

Christianity, Islam, Non-religious	1.9 How should we care for the Earth? Why does it matter?
------------------------------------	---

Key Questions	Key Teachings	Key Festival: Harvest
<ul style="list-style-type: none"> What things give you pleasure in our Earth? One of each: man made, natural and a person. What could a person do to show thanks for these things? How did these things get there in the first place? Encourage chn to ask similar 'big' questions. 	<p>Christian: Genesis 1 teaches that God is great, creative, and concerned with creation; that creation is important; that humans are important within it. Genesis 2:15 says they (humans) are to care for it, as a gardener tends a garden Psalm 8: David praises God's creation and how each person is special in it</p> <p>Muslim: <i>Khalifah</i> means that humans have a responsibility to look after the Earth for God. In English this word can be translated as 'steward'. How should humans treat the natural world if they are to be good stewards?</p>	<ul style="list-style-type: none"> A way of saying thank you to God / the Earth for providing for us. Christians celebrate this by singing hymns to praise God, having a thankful heart, praying, giving food to those less fortunate

By the end of this unit pupils can:		
Making sense of belief	Understanding the impact	Making connections
Identify a story or text that says something about the beautiful Earth	Give an example of how people can show that they care of the Earth, making a link to a creation story	Think, talk and ask questions about what difference believing in God makes to how people treat the natural world
Give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it's God's creation)	Give examples of how Christians and can show care for the Earth	
Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world	Say why Christians might look after the natural world	Give good reasons why everyone (religious and non-religious) should look after the natural world.

Christianity and Islam	1.11: Who is an inspiring person? What stories inspire Christians and Muslims?
-------------------------------	---

Key Concept	Key Questions	Christianity: Jesus	Islam: Muhammad (PBUH)
Inspiring Person: A person that motivates mentally or emotionally	<ul style="list-style-type: none"> What makes an inspiring leader? Who is inspiring to believers? What does it mean to be a good follower of God? 	<p>Stories from the life and teachings of Jesus</p> <ul style="list-style-type: none"> Peter and Andrew – the first disciples (Luke 5:1–11) Zacchaeus – how following Jesus changed his life (Luke 19:1–10). Why do people follow Jesus today? 	<p>Stories and teachings from the life of the Prophet Muhammad,</p> <ul style="list-style-type: none"> The story of the First Revelation of the Qur'an Muhammad and the Black Stone Why are these are important for Muslim people today?

By the end of this unit pupils can:		
Making sense of beliefs	Understanding the impact	Making connections
Identify at least two people from religions who are admired as good followers of God	Understand why some people inspire others	Think, talk and ask good questions about leadership and inspiration
Describe stories that are told by and about special people in two religions	Identify the characters in inspiring people in religions, local leaders and people who influence the pupils themselves	Notice and find out about the different ways leaders are admired in different religions
Identify a belief about a religious leader	Give simple examples of inspiration	Talk about links between the work and the question: who inspires me?

Christianity: Gospel ‘Good News’ | 1.12: What is the ‘good news’ Christians say Jesus brings?

Key Concept	Teachings	Questions
Forgiveness: to stop feeling angry towards someone for their actions	Luke 6:37–38. Jesus teaches his followers that God forgives them, but they need to forgive others too.	<ul style="list-style-type: none"> • Who needs forgiveness? • How do you feel when you are forgiven? • Why is forgiveness from God good news for Christians? • Why is forgiveness important for all of us? • How do Christians ask for forgiveness?
Peace: freedom from disturbance	John 14:27 Jesus promises his followers peace.	<ul style="list-style-type: none"> • What stops us from having peace? • How can people get peace? (eg music, laughter, saying ‘sorry’.) • How do Christians receive peace from Jesus? • If they believe Jesus loves them and forgives them, how does that bring them peace? • How is that ‘good news’ for Christians?
Friendship: someone you have a positive bond with.	Matthew the tax collector (Matthew 9:9–13). Tax collectors were reviled by the Jewish people because they worked for the occupying Roman forces. Jesus, ‘friend of the friendless’.	<ul style="list-style-type: none"> • How do Christians use this to try and bring ‘good news to others’?

By the end of this unit pupils can:		
Making sense of beliefs	Understanding the impact	Making connections
Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’	Give at least two examples of ways in which Christians follow the teachings of Jesus about forgiveness and peace and bringing good news to the friendless.	Think talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas
Give clear, simple accounts of what the bible texts mean to Christians		
Recognise that Jesus instructs people about how to behave	Give at least two examples of how Christians put these beliefs into practice in the Church community	