



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.		

Key Concept: God	1.1: What do Christians believe God is like?
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Reflecting on Key Beliefs: (God is forgiving)	Key Story: The Lost Son (Luke 15:1-2, 11-32)	Key Vocabulary	
<ul style="list-style-type: none"> • What is God? • Where is God? • What happens when forgiveness isn't given? • How can we forgive? • When do we forgive? 	<p>The Lost Song teaches Christians that God is loving and forgiving.</p> <p>Christians show they love God through praise. Examples: prayer, reading the bible, loving, forgiving, caring, going to church, being generous.</p>	Bible	Christian sacred text that tells them about God and Jesus
		Parable	Stories Jesus told to help Christians understand ideas. These often had hidden messages.
		Prayer	Communication with God. Four types of prayer: <i>Praise, saying 'sorry', saying 'thank you', asking for something</i>

By the end of this unit pupils can:		
Making sense of beliefs	Understanding the Impact	Making Connections
Identify what a parable is	Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others)	Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving father		
Give clear, simple accounts of what the story means to Christians	Give an example of how Christians put their beliefs into practice in worship (e.g. by saying 'sorry' to God)	Give reason for the ideas they have and the connections they make

Key Concept: Incarnation	1.2: Why does Christmas matter to Christians?
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Reflecting on Key Beliefs: (Christmas + Saying 'thank you')	Key Story: Nativity Story (Luke, chapters 1+2)	Key Vocabulary	
<ul style="list-style-type: none"> Is Christmas only important to Christians? Are there other celebrations with similar themes? Why did Jesus receive gifts when he was born? Why do Christians give presents at Christmas? 	Gabriel visits Mary, the journey to Bethlehem, Jesus is born and placed in a manger, angels appear to shepherds, shepherds visit Mary.	Jesus	Son of God
		Incarnation	God come to Earth in a body
		Advent	Count down to Christmas
		Celebration	Doing something special for an important event.

By the end of this unit pupils can:		
Making sense of belief	Understand the impact	Make Connections
Recognise that stories of Jesus' life come from the Gospels	Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas	Think, talk and ask questions about Christmas for people who are Christians and for people who are not
Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians		Decide what they personally have to be thankful for, giving a reason for their ideas

Key Concepts: God/ tawhid/ ibadah/ iman	1.4: Who is a Muslim? What do they believe and how do they live?
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Key Vocabulary		Key Concept: God/twahid	Key Concept: Ibadah/iman
tawhid	Central belief there is only one God	Muslims use the word 'Allah' for God. Muslims believe it is impossible to capture fully what God is like, but they use 99 names for Allah to help them understand Allah better. Subdah (Prayer Beads) The word ' <i>Subhanallah</i> ' means 'Glory be to God'. The beads, often 99 in number, are used to praise God, remembering the 99 names. They are passed through the fingers as Muslims pray or recite 'Glory be to God' or remember God's 99 names.	Prayer Muslims try to pray regularly (five times a day). <ul style="list-style-type: none"> What do they do? What do they say? What difference does it make to how they live every day? Shahadah- Concept of Ibadah: "There is no god except Allah, Muhammad is the Messenger of Allah." <ul style="list-style-type: none"> Part of Muslims daily prayers First words said in a baby's ear. Shouted out at the call to prayer (adhan)
iman	Means 'belief' and is expressed in the words of the shahadah		
ibadah	'worship' Five pillars are examples of this. Reciting the shahadah is one pillar, another is prayer, salah		
Muhammad	Messenger of God Many Muslims say 'peace be upon him' (pbuh) after		
Qur'an	Holy book		

By the end of this unit pupils can:		
Making sense of beliefs	Understanding the Impact	Making Connections
Recognise the words of the shahadah and that it is very important	Give examples of how Muslims use the shahadah to show what matters to them	Think, talk about and ask questions about Muslim beliefs and ways of living
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 Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)	Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
Give examples of how stories about the Prophet Muhammad show what Muslims believe about him	Give examples of how Muslims put their beliefs about prayer and about Allah into action	Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too

Key Concept: Salvation	1.5: Why does Easter matter to Christians?
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Reflecting on Key Beliefs: (Salvation and Heaven)	Key Story: Holy Week	Key Vocabulary	
<ul style="list-style-type: none"> Why do people find it helpful to believe that there is life in heaven after death? What good news does Jesus bring? How do Churches celebrate Holy Week? (Palm Sunday crosses; Good Friday (church services, hot cross buns, Stations of the Cross); Easter Sunday (joyful songs, decorating a cross in church, giving and eating eggs) 	Holy Week: 1) The entry into Jerusalem, e.g. John 12:12–15; 2) Jesus asks his followers to remember him with bread and wine; 3) Jesus' betrayal and arrest at the Mount of Olives, e.g. Luke 22:47–53; 4) Jesus dies on the cross, e.g. Luke 23:26–56; 5) The empty tomb, e.g. Luke 24:1–12; 6) Jesus' appearance to Mary Magdalene and the disciples in John 20:11–23.	Spring	Links to signs of new life eg chicks, blossom, daffodils, lambs, eggs
		Resurrection	Coming back to life
		Salvation	Being saved from sin, harm or loss

By the end of the unit pupils can:		
Making sense of belief	Understanding the impact	Making connections
Recognise that incarnation and salvation are part of a 'big story' of the Bible	Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter	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.
Tell stories of Holy week and Easter from the Bible and recognise a link with the idea of Salvation		
Recognise that Jesus gives instructions on how to behave		

Key Concepts: Sacred and Holy	1.6: What makes some places significant?
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Key Features: Church		Key Features: Mosque		Key Concepts: Worship and Community
Altar	A raised area, sacred place 'Gods Table'	Wudu	The ritual of cleansing the body when you enter the Mosque	Music: Christians sing Psalms, hymns and prayers. These may be traditional or contemporary, with varied instruments and voices. Music can be used to praise God, thank God, say 'sorry' and prepare for prayer. Muslims do not use music so freely, but still use the human voice for the prayer call and to recite the Qur'an in beautiful ways. Community: A group of people who look after each other and do things together
Cross	A symbol to remember how Jesus died	Calligraphy	Special writing displayed	
Crucifix	Symol of a cross with Jesus' body	Prayer mat	Placed on the ground for cleanliness during the positions of Islamic prayer	
Font	A vessel used for baptism services. Contains holy water.	Prayer beads	Used to keep count while Muslims pray and them them focus their prayers	
Lecturn	Bible rests on this and where 'lessons' are read from in a service	Minbar (pulpit)	Where the iman (prayer leader) stands to deliver sermons	
Candles	To symbolise light and how God is the 'light of the world'	Mihrab	Niche in the wall, at the point nearest to Mecca towards which the congregation faces to pray.	
Pulpit	Raise stand for preachers	Muezzin	A man who calls Muslims to prayer from the minaret of a Mosque	
Vicar	Leads a Church service and teaches about God.			

By the end of this unit pupils can:		
Making sense of belief	Understanding the impact	Making connections
Recognise that there are special places where people go to worship, and talk about what people do there	Give examples of stories, objects, symbols and actions used in Churshing and Mosques which show what people believe	Think, talk and ask good questions about what happens in a church or mosque, saying what they think about these questions
Identify at least three objects used in worship in two religions and give a simple about of how they are used and something about what they mean		
Identify a believe about God, connecting these beliefs simple to a place of worship	Talk about why some people like to belong to a sacred building or community	Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.