



HAWTHORN PARK COMMUNITY PRIMARY SCHOOL

Where Care and Learning Count

Headteacher: Mrs Jeni Houghton



UKS2 R.E. Knowledge Organiser

By the end of UKS2 pupils can:		
Making sense of beliefs	Understanding the impact	Making connections
Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions	Make clear connections between what people believe and how they live, individually and in communities	Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts	Use evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures	Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently
Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority		Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

Christianity	U2.1: What does it mean for Christians to believe that God is holy and loving?
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Key Questions	Key Texts	Key Comparison
<ul style="list-style-type: none"> What would you imagine God to be like? Which Bible texts talk about God being holy and which are about God being loving? What is the difference? Why is it important for Christians that the God they believe in and worship is not only holy, and not only loving, but holy <i>and</i> loving? 	<ul style="list-style-type: none"> Psalm 103 - a prayer of King David Isaiah 6:1–5- where a prophet has a religious experience 1 John 4:7–13 - where one of the followers of Jesus writes a letter about what God is like 	<ul style="list-style-type: none"> Many people do not believe in God, so what kinds of guidelines for living might they draw up? Compare with Humanist ideas. Do these guidelines reflect more of a 'holy' or a 'loving' response to humanity, i.e. do they balance justice and mercy? Are they more strict or relaxed, stern or forgiving? How far is it good that there are strict rules and laws in the UK? How far is it good that people can be forgiven?

By the end of this unit pupils can:		
Making sense of beliefs	Understanding the impact	Making connections
Identify some different types of biblical texts, using technical terms accurately	Make clear connections between Bible texts studied and what Christians believe about God, for example through how cathedrals are designed	Weigh up how biblical ideas and teaching about God as holy and loving might make a difference in the world today, developing insights of their own
Explain connections between biblical texts and Christians ideas of God, using theological terms	Show how Christians put their beliefs into practice in worship	

Christianity	U2.2: Creation and science: conflicting or complementary?
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Key Story	Key Christian Beliefs	Key Science	Key Questions
<p>Genesis 1:1 – 2:3 Consists of 31 verses and provides an overview of how the world was created in 6 days. The text describes how God spoke all things into being except humankind, whom He created in his image. Engage with this first as a story, a narrative. This text is sacred to three religions, Judaism, Christianity and Islam.</p>	<ul style="list-style-type: none"> Is Genesis a symbolic story or factual account? Christians disagree about the genre, purpose and meaning of Genesis. Some say it is a literal account (the Universe was created in six days), others that it is more a description of what God and creation are like rather than how creation actually happened. 	<p>Cosmology: The science of the beginning of the universe- Big Bang Theory which brings together observation astronomy and particle physics Evolution: the development of living things Can you be a scientist and a Christian? How do Christian scientists make sense of what they believe?</p>	<p>What is the purpose of Genesis? 'Genesis explores why the Universe and life exists. Science explores how the Universe works the way it does.' Discuss</p>

By the end of this unit pupils can:		
Making sense of beliefs	Understanding the impact	Making connections
Identify what type of text some Christians say Genesis 1 is, and its purpose	Make clear connections between Genesis 1 and Christian belief about God as Creator	Identify key areas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses
Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations	Show understanding of why many Christians find science and faith go together	Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views

Christianity and Humanism	U2.3 What matters most to Humanists and Christians?
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Key Questions	Key Humanist Beliefs	Key Christian Beliefs
<ul style="list-style-type: none"> Why do people do good things and bad things? Are we all a mixture of good and bad? What behaviour is bad? What is the worst? What is less bad? How could a 'code of living' help us? Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? 	<p>They are the modern representatives of a philosophical tradition, dating back to ancient Greek thinkers, which holds that since there is no secure evidence of divine influence in our lives, humans must work out their own way of being good, without reference to any 'divine being' or ancient authority: they maintain that people can be 'good without god'.</p> <ul style="list-style-type: none"> What would a Humanist code for living consist of? 	<p>Christian codes for living can be summed up in Jesus' two rules: love God and love your neighbour. Jesus explains how he expects his followers to behave through the story of the Good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35).</p> <ul style="list-style-type: none"> Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit?

By the end of this unit pupils can		
Making sense of beliefs	Understanding the impact	Making connections
Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)	Make clear connections between Christian and Humanist ideas about being good and how people live	Raise important questions and suggest answers about how and why people should be good
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'; Humanists saying people can be 'good without God', and exist without a designer	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 between the values studied and their own lives, and their importance in the world today, giving good reasons for their views

Multiple Religions	U2.4 How and why do some people inspire others?
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Inspiring People	Key Questions
<i>Pupils should learn about at least 3 individuals from at least 3 different religions- the individuals chosen should reflect the beliefs / your class or link to your topic work. These are suggestions.</i>	
Hindu religion: Pandurang Shastri Athavale (1920–2003) who changed India with campaigns for fairness, justice and love for the Earth. 120 million follow his ideas for justice, fairness and Hindu <i>dharma</i> today.	<ol style="list-style-type: none"> 1. Did this person follow the teaching of their scriptures? How? Give three or more examples. 2. Does this person encourage others to follow God in their religion? How? Give three examples. 3. What difference did this person make to others? Is there a movement inspired by their life? What is their 'legacy'? 4. Did this person sum up their vision in some famous sayings or memorable quotes? What do you think of them?
Muslim religion: Malala Yousafzai is an Islamic campaigner for girls' education and equality. Despite being shot by sexist troops, she went on to become the youngest-ever Nobel Peace Prize winner, and a movie of her life won many prizes	
Sikh religion: Bhagat Puran Singh set up Pingalwara, a home for destitute people in Amritsar, inspiring a generation to Sikhi <i>Sewa</i> , after his own life was changed by friendship with a person with profound learning needs.	
Jewish religion: Rabbi Hugo Gryn, who survived the Holocaust and became a much-loved Jewish leader in the UK.	
Christian religion: Revd Dr Martin Luther King Jr, a civil rights campaigner in 1950s USA who was shot dead aged 39 after a lifelong struggle against racism.	

By the end of this unit pupils can:		
Making sense of beliefs	Understanding the impact	Making connections
Explain beliefs about how inspirations people can bring believers closer to God	make clear connections between belief about living a good life and the leaders they study	raise questions about the concept of 'inspirational people', suggesting good answers
Describe examples of texts or quotes which explain what an ideal way of life might be	give examples of the impact of faith on life	explain the importance of role models from different religions
Compare different inspiring leaders from different religions	explain differences between leaders from different religions	express their own response to the inspiring lives they have studied

Christianity	U2.5: How do Christians decide how to live? 'What would Jesus do?'
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Key Teachings	Key Practices
<p>Foundations for living: the wise and foolish builders (Matthew 7:24–27). Why did Matthew record these words? Why did Jesus have to teach them? What were people doing? What did the wise and foolish builders learn? So, what is the message for Jesus' listeners? Is it the same message for Christians today?</p> <p>Sermon on the Mount: Matthew 5–7. Are there any surprising ideas in the passage? What does Jesus think people are like if he needs to give this sermon? Is he right? If this is 'good news', who is it good news for?</p> <p>A healing miracle: The Centurion's Servant: Luke 7:1–10. For whom does Jesus bring 'good news' here? Remember that the Romans were the occupying forces in Israel.</p>	<p>Prayer: recall the common components of Christian prayer – praise, confession, asking, thanking. What prayers might Christians say on the topics of justice, health, kindness or peace, linking to the Sermon on the Mount?</p> <p>Justice: there are many people who are persecuted and who mourn; look at the work of Christian Aid in trying to bring justice</p> <p>Illness and healing: e.g. explore the work of www.leprosymission.org.uk and its connection with Jesus' life and teachings. The Roman Catholic Church runs over 5,000 hospitals, 17,000 dispensaries, 577 leprosy clinics and over 15,000 houses for the elderly and chronically ill</p> <p>Turning enemies into friends: Jesus talks about turning the other cheek, not using violence. Find out about Christian Peacemaker Teams</p> <p>100 ways to be generous</p>

By the end of this unit pupils can:		
Making sense of beliefs	Understanding the impact	Making connections
Identify features of Gospel texts (for example, teachings, parable, narrative)	make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives	make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives
Taking account of the context, suggest meanings of Gospel texts studied and compare their own ideas with ways in which Christians interpret biblical texts		articulate their own responses to the issues studied, recognising different points of view

Christianity	U2.6: What do Christians believe Jesus did to 'save' people? (Salvation)
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Key Story	Key Beliefs	Key Concept- Martyrdom
Holy Week (<i>Mark 14-15</i>) Last Supper, Garden of Gethsemane, Judas' betrayal and arrest, trial, Peter's denial, Pilate, crucifixion, death, burial, resurrection Consider who was responsible for Jesus' death: e.g. the Romans, the crowd, Pilate, the Jewish authorities, God, Jesus himself. What is the 'big story'?	Many Christians say that Jesus willingly gave his life to repair the damage done between humans and God. Mainstream Christian belief that Jesus's death was a sacrifice – a price he paid to save people from their sins and bring them back to God. Christians think of this in different ways, e.g. people deserve punishment for their sins, but Jesus was punished in the place of everyone – he was a substitute; Jesus took everyone's sins as he died, lifting the burden from the believer; Jesus' example guides the lost back to God. Christians remember Jesus' death and resurrection throughout the year, particularly through the celebration of Holy Communion/the Lord's Supper. The symbolism of the bread and wine, linking with the Passover celebration but also connecting with sacrifice – representing Jesus' body and blood.	Some Christians follow Jesus' example even to the point of dying. Talk about what a martyr is and show images of the commemoration of twentieth-century martyrs at Westminster Abbey (bit.ly/2lrOQCP). How much are pupils prepared to sacrifice for something they believe in? What would they sacrifice and for what?

By the end of this unit pupils can:		
Making sense of beliefs	Understanding the impact	Making connections
outline the 'big story' of the Bible, explaining how incarnation and salvation fit within it	make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/the Lord's Supper	weigh up the value and impact of ideas of sacrifice in their own lives and the world today
explain what Christians mean when they say that Jesus' death was a sacrifice	show how Christians put their beliefs into practice in different ways	articulate their own responses to the idea of sacrifice, recognising different points of view

Hinduism	U2.7: What helps Hindu people as they try to be good?
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Key Story	Key Beliefs	Key Vocabulary	
'The Man in the Well' from the <i>Mahabahrata</i> : the <i>atman</i> is trapped in the physical body and wants to escape the terrible dangers, but the human is distracted by the trivial pleasures instead of trying to get out. This is a warning to Hindus that they should pay attention to finding the way to escape the cycle of life, death and rebirth.	Four aims of life (<i>punusharthas</i>): <i>dharma</i> – religious or moral duty; <i>artha</i> – economic development, providing for family and society by honest means; <i>kama</i> – regulated enjoyment of the pleasures and beauty of life; <i>moksha</i> – liberation from the cycle of birth and rebirth/reincarnation	Karma	The law of cause and effect and how actions bring good or bad karma
		dharma	duties
		samsara	The cycle of life and death
		moksha	Release from the cycle of samsara and reunion with Brahman (God)

By the end of this unit pupils can:		
Making sense of beliefs	Understanding the impact	Making Connections
identify and explain Hindu beliefs, e.g. <i>dharma</i> , <i>karma</i> , <i>samsara</i> and <i>moksha</i> , using technical terms accurately	make clear connections between Hindu beliefs about <i>dharma</i> , <i>karma</i> , <i>samsara</i> and <i>moksha</i> and ways in which Hindus live	make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus
give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i> , <i>moksha</i> and <i>dharma</i>	connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i> , <i>karma</i> , <i>moksha</i> , etc. give evidence and examples to show how Hindus put their beliefs into practice in different ways	reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view

Islam	U2.8: How is faith expressed in Islam?
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Key Beliefs	Key Texts	Key Vocabulary	
Five Pillars as expressions of <i>ibadah</i> (worship and belief in action). <i>Already introduced: Shahadah</i> (belief in one God and the Prophet of God); <i>salat</i> (daily prayer); <i>sawm</i> (fasting); and <i>zakah</i> (almsgiving). Introduce <i>Hajj</i> (pilgrimage): what happens, where, when, why? Introduce the idea of 'God-consciousness', or <i>taqwa</i> in Arabic. It can also be translated as 'mindfulness'. Talk about the Five Pillars in terms of being conscious of God, or mindful of God, moment by moment, daily, annually and over a lifetime.	Holy Qur'an for Muslims as the final revealed word of God, it was revealed to the Prophet Muhammad by the Angel Jibril, and examples of key stories of the Prophets (e.g. Ibrahim, Musa, Isa, Prophet Muhammad). Some of these stories are shared with Christian and Jewish people (e.g. Ibrahim/Abraham, Musa/Moses, Isa/Jesus). Examples of stories and teachings could include <i>Sura 1</i> , 'The Opening' and <i>Sura 17</i> , the Prophet's Night Journey).	ibadah	Worship and belief in action
		tawhid	Belief in one God
		iman	Faith/belief
		Sunnah	Model practices, customs and traditions of the Prophet Muhammad
		Hadith	Sayings and actions of the Prophet Muhammad

By the end of this unit pupils can:		
Making sense of beliefs	Understanding the impact	Making connections
identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. <i>tawhid</i> ; Prophet Muhammad* as the Messenger, the Qur'an as the message)	make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art)	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
Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow the example of Muhammad)	give evidence and examples to show how Muslims put their beliefs into practice in different ways	make connections between Muslim beliefs studied and Muslim ways of living in Britain/Bedfordshire today reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views

Islam and Christianity	U2.9: Justice and Poverty: does faith make a difference?
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Christian Teachings	Islamic Teachings	Key Questions
Teachings of Jesus and Paul on values and justice and their meaning for Christians today. The Widow's Mite (Mark 12:41–44), The Rich Fool (Luke 12:16–21), Two Great Commandments (Mark 12:28–34), All Equal in Christ (Galatians 3:28), The Fruit of the Holy Spirit (Galatians 5:22).	Qur'an and Hadith: Muhammad overcomes hatred with kindness: the woman at the gates of Makkah; the practice of the Third Pillar of Islam – <i>zakah</i> – giving 2.5% of one's wealth to those in need. Qur'anic quotes: ' <i>And be steadfast in prayer and regular in charity. And whatever good you send out before you, you shall find it with Allah: for Allah sees all that you do</i> ' (Qur'an 2.110); ' <i>So establish regular prayer and give regular charity; and obey the Apostle; that you may receive mercy.</i> ' (Qur'an 24.56); ' <i>For those who give in charity, men and women, and loan to Allah a beautiful loan, it shall be increased manifold (to their credit) and they shall have (besides) a liberal reward</i> ' (Qur'an 57.18).	Are there any differences between faith-based and other kinds of appeal? Is faith likely to make a difference to people's reasons for donating, or their willingness to donate? All our major religious traditions originated in a world where inequality was taken as a natural part of life, and charitable giving was a way of making up for any sense of unfairness. Have modern societies found other ways of addressing the same problems? For example, there has recently been huge growth in food banks, because of the increasing number of families on very low incomes. Are these to be welcomed as an opportunity to exercise our generosity, or are there better ways of approaching the issue?

By the end of this unit pupils can:		
Making sense of beliefs	Understanding the impact	Making connections
explain beliefs and teachings about justice from Christian and Muslim texts	make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity	raise questions about charity, justice and the impact of religion and beliefs, suggesting answers
compare their ideas about justice and fairness with those studied in Islam and Christianity	describe clearly examples of the impact of charitable work in the world today	explain the importance of the idea that God loves justice and is just to Muslims and Christians
	explain some differences between the two charities	express their own ideas about justice

Multiple Religions and Worldviews	U2.10: What will make our community a more respectful place?
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Key Questions	Key Idea	Key Teachings
<p>How religious is the world today? What surprises the pupils? What do they learn from the statistics?</p> <p>What local examples of different religious communities are in your area? looking at changes over time and differences between them, e.g. food, buildings, community work. Why are there now 20+ mosques/Islamic centres in Luton, and maybe 40 in Bedfordshire (and nearly 2,000 in the UK), where 50 years ago there were none? Why are there hundreds of churches in Bedfordshire, some of them over 500 years old and some brand new? Compare your community with another more diverse community. Identify similarities and differences.</p>	<p>Community Harmony: reflecting that this does not mean 'being all the same' but does mean 'accepting our differences'. Find out about examples of interfaith work in your area or another nearby, e.g. The Inter Faith Network or the Luton Peace Walk. Do people from different religions co-operate well in our area? How? (The RE syllabus itself is an example of an interfaith shared endeavour). Have pupils worked on shared social justice projects, or are there shared celebrations, e.g. an interfaith week?</p>	<p>Teaching from different religions about dealing with differences, e.g. responses of respect, tolerance, mutual learning and recognising each other's spirituality rather than mere argument or even conflict. Do recognise that conflict and tension are a part of the picture too. Why? What can be done? Study different examples of the Golden Rule from many religions.</p>

By the end of this unit pupils can:		
Making sense of beliefs	Understanding the impact	Making connections
explain beliefs about the value of religious and cultural diversity in their local town/community	make clear connections between belief in the 'Golden Rule' and the needs of a mixed community	raise questions about how we can be a more tolerant and respectful community, suggesting answers
describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam	give examples of the impact of interfaith work in their community	explain the importance of tolerance, respect and liberty for all in making a community that is harmonious
compare their ideas about respect for all with those studied		give good reasons for their views about harmony in our communities

Multiple Religions and Worldviews	U2.11: Why do some people believe in God and some people not?
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Christian Beliefs	Non-Religious Beliefs	Key Questions
<p>Names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light, mother). If this God exists, what difference would 'he' make to the way people live?</p> <p>Religious sources of authority: Bible, Church teachings, religious leaders, individual conscience.</p>	<p>Sources of authority: individual conscience, some philosophers and other thinkers</p> <p>Many people believe (or don't believe) because of their home background; religious experience – many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the Universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Many atheists argue that religions are all created by humans. Some argue that there is no need to use a Creator to explain the existence of the Universe and life; they argue that science provides reliable evidence and explanations, and that religion does not.</p>	<p>Is faith in God restricting or liberating? How do people respond to God?</p>

By the end of this unit pupils can:		
Making sense of beliefs	Understanding the impact	Making connections
define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs	make clear connections between what people believe about God and the impact of this belief on how they live	reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging
identify and explain what religious and non-religious people believe about God, saying where they get their ideas from	give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)	consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not
give examples of reasons why people do or do not believe in God		make connections between belief and behaviour in their own lives, in the light of their learning

Multiple Religions and Worldviews	U2.12: How far does faith enable resilience?
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Key Questions	Key Beliefs
<ul style="list-style-type: none"> • Can any good ever be said to come out of suffering? • Does suffering make some people stronger or more loving? • Can people become strong, more courageous or more merciful because of hard times? • Does believing in heaven or paradise make it more possible to bear suffering on Earth? 	Christianity: Bible teaching on resurrection of the body, judgment by God, salvation through Jesus, heaven.
	Hinduism: the law of <i>karma</i> affects the reincarnation of the individual <i>atman</i> , pinning it to <i>samsara</i> (the cycle of life death and rebirth) until it can escape (<i>moksha</i>) and be absorbed back to Brahman. For most Hindus, <i>moksha</i> refers to merging with the Brahman, while others according to their denomination may prefer a different 'destination'.
	Islam: find out about the communal nature of prayer in Islam: <i>jammah</i> . Prayer is done together. Discuss how communal prayer could strengthen community spirit, and how this could be of benefit in times of hardship or struggle.
	One secular/non-religious view about what happens after death, e.g. Humanism. Many Humanists believe that what happens after death is nothing: we might continue in people's memories and through our achievements, but death is final.

By the end of this unit pupils can:		
Making sense of beliefs	Understanding the impact	Making connections
describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life	make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)	interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding these
identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences	give examples of ways in which beliefs about resurrection/judgement/ heaven/ <i>karma</i> /reincarnation make a difference to how someone lives	offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own