



R.E Curriculum

KS2 Knowledge Organisers

Knowledge Organiser C3 – Year 3/4

Understanding Christianity or SACRE Unit: UC Creation & Sikhism Year: A Term: Autumn

Learning Objectives - Knowledge			
UC Creation	Key Driver	Sikhism	Key Driver
To know that Christians believe that God created the world.	K/C	To know the basics of the six main world religions and their discuss common teachings	K/C
To know a Christian hymn that gives recognition of God’s creations.	K/C	To know about specific objects that are connected with Sikhism	K/C
To know how Christians interpret God’s instructions for how they should treat the Earth.	K/C	To know the story of the birth of the founder of Sikhism, Guru Nanak.	K/C
To know general ways in which Christians can help God in caring for his creation.	K/C	To know stories related to Guru Nanak’s teachings eg the story of Malik Bhago and Lalo	K/C
To know some specific examples of how Christians try to look after God’s world.	K/C	To know some similarities between the stories and teachings of Sikh Gurus and faith leaders in other religions	K/C
To know our own opinions and justifications about how the world should be treated.	K/C	To know about the main teachings of Sikhism (the 5Ks).	K/C
To know the story of Adam and Eve from Genesis and the message it gives to Christians.	K/C		

Key Vocabulary			
Word	Meaning	Word	Meaning
Creation	The making of the world	founder	The person who sets up a religion.
Genesis	The first book of the Bible.	Guru	a Sikh spiritual teacher or guide
to interpret	to understand (in this case, some instructions) as having a particular meaning.	Gurdwara	a Sikh place of worship

Related Bible Stories, Readings or Texts	
Hymn: All Things Bright and Beautiful. The Book of Genesis 1:1-31	The story of Guru Nanak The story of Malik Bhago and Lalo

Useful Websites or Resources	
https://request.org.uk/restart/2017/06/02/the-story-of-creation/ https://www.bbc.co.uk/bitesize/clips/z62hyrd The World the God made.	https://www.bbc.co.uk/bitesize/clips/zgyr87h The Beginnings of Sikhism https://www.bbc.co.uk/bitesize/clips/zcn34wx The 5Ks

Knowledge Organiser- C4 – Year 4/5

Understanding Christianity or SACRE Unit: UC Creation & Buddhism **Year:** A **Term:** Autumn

Learning Objectives - Knowledge			
Buddhism	Key Driver	Creation	Key Driver
To know who Buddha was and why he is important to Buddhists today.	K	To know what 'Temptation' is.	K
To know some of the core beliefs and teachings of Buddhism.	K	To know and place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'.	K
To know about the Four Noble Truths and the Eightfold Path.	K	To know the story of Adam and Eve and understand what it might show about human nature and how to act.	K
To know about the Buddhist beliefs of karma and rebirth.	K	To know how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.	K
To know where and when Buddhist worship occurs.	K	To know and make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.	K
To know ways of worship and symbolism in Buddhism.	K	To know the comparisons between the Christian Creation Story and Creation stories from other cultures which are studied at the time e.g. Ancient Egypt	K

Key Vocabulary			
Word	Meaning	Word	Meaning
Buddhism	Based on the teachings of a man called Siddhartha Gautama.	Temptation	To consider doing something wrong.
Nirvana	It means happiness and peace. It is every Buddhist's goal to achieve Nirvana.	Creation	The act of bringing the world into existence out of nothing.
Tripitaka	The sacred book of Buddhism.	The Fall	A Christianity term used to describe the transition of the first man and woman from a state of innocent obedience to God to a state of guilty disobedience e.g knowing right from wrong.
Enlightenment	Buddhists aim to achieve 'enlightenment' - a true understanding of life and themselves.	Forgiveness	Making a decision to free yourself from holding on to resentment and feelings of revenge toward someone who hurt you.
Meditation	To train the mind to empty all of its thoughts.		
Precept	A rule or direction, dictating a way you should act and behave.		
Karma	The law that every cause has an effect, i.e., our actions have results.		

Related Bible Stories, Readings or Texts	Related Bible Stories, Readings or Texts
	The story of Adam and Eve (Genesis 2:15–17 and Genesis 3),

Useful Websites or Resources	Useful Websites or Resources
http://www.primaryhomeworkhelp.co.uk/religion/buddhism.htm https://www.bbc.co.uk/bitesize/topics/zh4mrj6 https://www.topmarks.co.uk/Search.aspx?q=buddhism https://www.thegrid.org.uk/learning/re/virtual/buddhistrail/12.shtml	https://www.youtube.com/watch?v=Kg2lkCxiMg8

Knowledge Organiser- C5 – Year 5/6

Understanding Christianity or SACRE Unit: Creation & Judaism **Year:** A **Term:** Autumn

Learning Objectives - Knowledge			
Creation/Fall - Creation and science: conflicting or complementary? (First half)	Key driver	Judaism (Second half)	Key driver
To know the content of the creation story in Genesis 1:1–2:3	K	To know the origins of the Jewish faith (Abraham)	K
To know the type of text that Christians think Genesis is	K	To know the story of Moses and the burning bush	K
To know how the context of time might affect people’s understanding of Genesis 1:1–2:3	K	To know the story of Moses and the Exodus	K
To know about cosmology and evolution	K	To know the story of the Ten Commandments and to know the Ten Commandments and their meaning and significance to the Abrahamic religions	K
To know that there are many Christians who are scientists and how many of them reconcile their scientific study with the story in the Bible	K	To know other Jewish laws	K
To know Psalm 8 and its relation to the wonder of the Universe	K/NW	To know about the festival of Hannukah and its importance in the Jewish faith	K
To know that many Christians consider themselves stewards of the Earth and how people can take responsibility for this	C/N/K		

Key Vocabulary			
Word	Meaning	Word	Meaning
Cosmology	the science of the origin and development of the universe	Abrahamic	relating to the religions, Christianity, Islam, and Judaism, that see Abraham as part of their religion
Evolution	the process by which different kinds of living organism have developed from earlier forms	Exodus	a mass departure of people (specifically the Israelites from Egypt)
Psalm	a sacred song or hymn	Kosher	of food or places to do with food, satisfying the requirements of Jewish law.
Steward	a person who manages or looks after a place or property	Hannukah	a Jewish festival

Related Bible Stories, Readings or Texts	
Genesis 1:1–2:3 Psalm 8	Genesis 12 - 25 Exodus 3 Exodus 5-14 Exodus 20

Useful Websites or Resources	
https://www.youtube.com/watch?v=bLHB_hNk42g (Creation story) https://www.youtube.com/watch?v=S9BvNUD1U7c (Cosmology) https://www.youtube.com/watch?v=vIC7Zvt4OKg (Psalm 8)	https://www.youtube.com/watch?v=NdqrgJYePQ (Story of Abraham) Prince of Egypt Video https://www.youtube.com/watch?v=TYk0KeYhqYQ (Kosher) https://www.chabad.org/holidays/chanukah/article_cdo/aid/102911/jewish/What-Is-Hanukkah.htm (Hannukah)

Knowledge Organiser - C3 – Year 3/4

Understanding Christianity or SACRE Unit: People of God - 2a.2 & Gospel - 2a.4 **Year:** A **Term:** Spring

Learning Objectives - Knowledge			
First Half of Term - People of God	Key Driver	Second Half of Term - Gospel	Key Driver
To know the features of the Bible	K/C	To know the story of the calling of the first disciples.	K/C
To know the story of Noah from Genesis.	K/C	To know the meaning of the phrase 'Fishers of People' and make links between the first disciples 'Fishers of People' today.	K/C
To know links between the story of Noah and the idea of covenant	K/C	To know examples of how Christians show love to all, including both in Bible stories (e.g. Jesus healing the leper) and in the church community today.	K/C
To know how the idea of God's covenant with Noah can be linked with agreements in our modern lives, for example, a marriage.	K/C	To know a local Church leader and what their daily work entails.	K/C
To know our own ideas for agreements in our lives that could help us live with others peacefully and happily	K/C	To know that 'Love' can be used as a word to summarise the way that Jesus wanted everyone to live.	K/C

Key Vocabulary			
Word	Meaning	Word	Meaning
Bible	The Holy Book of the Christian religion	Disciple	A follower of Jesus.
Old / New Testaments	The two parts of the Bible; before Jesus lived and since Jesus lived.	Gospel	The stories and lessons of Jesus. Gospel means 'Good news'.
Book / Chapter / Verse	Parts of the Bible	Leper	A person who suffers from leprosy, a disease affecting the skin and nerves.
Covenant	An agreement or pact	Vicar	A Christian church leader who works within a specific church or group of local churches.
		Community	A group of people linked by something in common; for example, they live in the same neighbourhood, they attend the same church or they attend the same school.

Related Bible Stories, Readings or Texts	
Genesis 6:5–9:17.	Matthew 4:18–19 Matthew 22:36-39 Mark 1:40–44

Useful Websites or Resources	
https://www.bbc.co.uk/bitesize/clips/z24wmp3 - What is the Bible? BBC	
https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-holy-bible/zhnyri6 - The Holy Bible BBC	

Knowledge Organiser -C4 – Year 4/5

Understanding Christianity and SACRE Unit: People of God & Gospel **Year:** B **Term:** Spring

Learning Objectives - Knowledge			
People of God	Key Driver	Gospel - What kind of world did Jesus want?	Key Driver
To know who the 'People of God' are, using the Old Testament story of 'Noah and the Flood', and to understand the significance of the story as Christians.	K	To know what the gospel is.	K
To know the term 'covenant' and Noah's promise to God in the story 'Noah and the Flood'	K	To know and understand the term 'not to judge a book by its cover'.	K
To know how to make connections between God's intentions in 'Noah and the Flood' and the world we live in today.	K	To know what Jesus meant by the phrase 'fisher of people' taken from Matthew 4:18-22.	K
To know how ceremonies today, such as 'weddings', are linked to the pacts and promises Noah made to God and to know how the christian ceremony initiates a partnership between two people and God (like Adama and Eve; Noah and his wife).	K	To know the story of Jesus healing the leper taken from Mark 1: 40-44.	K
To consolidate what we have learnt in relation to the People of God		To know what kind of world Jesus wanted and what Christians do in the world today to make this happen.	K
		To know Jesus' message was one of love; what the world is like today and what would Jesus want it to be like.	K

Key Vocabulary			
Word	Meaning	Word	Meaning
covenant	An agreement; a promise made - often used as a religious promise.	Gospel	Good News!
righteous	A person who does the right thing for other people but also follows the law of their religion.		
faithful	To be trusted or relied on		
Old Testament	The first part of the Christian bible.		
Genesis	The first book of the Hebrew Bible.		
discrimination	When someone treats you differently, unfairly or worse.		

Related Bible Stories, Readings or Texts	
Curriculum Visions - Noah and the Flood	Curriculum Visions - Salvation

Useful Websites or Resources	
UC Units & Resources	UC Units & Resources

Knowledge Organiser

Understanding Christianity or SACRE Unit: People of God (2a.3)

Year:A

Term: Spring 1st Half

Understanding Christianity or SACRE Unit: UC Gospel (2b.5)

Year: A

Term: Spring 2nd Half

Learning Objectives - Knowledge			
C5 – Year 5/6 People of God (First Half)	Key Driver	C5 - Year 5/6 Gospel- (Second Half)	Key Driver
To know of the New Covenant with God and link it to the Ten Commandments	K	To know what the Gospel is	K
To know how Christians believe that following God can bring freedom and justice	K	To know about the Sermon on the Mount	K
To know of people who work to bring freedom and justice (e.g. Desmond Tutu, Malala, and Pandurang Shastri Athavale)	K	To know and understand the story of the Centurion's servant	K
To know the Church of England's Five Marks of Mission	K	To know the four components of prayer	K
To know how organisations such as Traidcraft work to combat injustice	K	To know the significance of prayer to many Christians	K
		To know how Christians show generosity	K
		To know Christian teachings on generosity and how many Christians carry these out	K

Key Vocabulary			
Word	Meaning	Word	Meaning
Covenant	An agreement	Gospel	The teaching of Christ
Commandment	A divine rule	Sermon	A talk on a religious or moral subject
Justice	Fair treatment or behaviour (Injustice = unfair treatment or behaviour)	Component	A smaller part of a whole
Tend	To care for or look after	Significance	Importance
Transform	To completely change	Generosity	Unselfishness and giving more than is needed or expected
Treasure	To value/keep carefully	Charity	Help for those in need

Related Bible Stories, Readings or Texts	
The Ten Commandments - Exodus 20:2–17; New Covenant - Matthew 22:37-40; New Commandment - John 13:34-35;	The Sermon on the Mount - Matthew 5-7; The Centurion's Servant, Luke 7:1–10; Forgiveness - Matthew 18:21-22 and Luke 6:37

Useful Websites or Resources	
Desmond Tutu - Kids Britannica Kids Homework Help Malala's story Malala Fund Pandurang Shastri Athavale – Social Reformer and Founder of Swadhya... (beaninspirer.com) Marks of Mission (anglicancommunion.org) Traidcraft – Fair Trade, Development and Campaigns	https://youtu.be/Rm5AAyWYQT4 (Sermon on the Mount) The ACTS Method of Christian Prayer - dummies (4 components of prayer) Religious Studies KS2: Christian Prayer - BBC Teach (Prayers) https://www.churchofengland.org/prayer-and-worship/join-us-service-daily-prayer (Topical prayers)

Knowledge Organiser

Understanding Christianity or SACRE Unit: SACRE - Comparing Religions in the modern Britain **Year:** A **Term:** Summer 1st Half

Understanding Christianity or SACRE Unit: UC UC Incarnation/God 2a.3 **Year:** A **Term:** Summer 2nd Half

Learning Objectives - Knowledge			
C3 – Year 3/4 First half of term - SACRE - Comparing Religions in the modern Britain (with a focus on Places of Worship)	Key Driver	C3 - Year 3/4 Second half of term - UC Incarnation/God 2a.3	Key Driver
To know some of the names of the places of worship of the main religions in Britain.	C	To know the significance of water and what it symbolises for Christians	C, K
To know the features of a mandir and some of the ways in which they are important to Hindus.	C	To know how story of the baptism of Jesus by John the Baptist teaches Christians about the Trinity	C, K
To know the main features of a mosque.	C,	To know that both baby and adult baptisms in the Christian Church today feature many references to the Trinity.	C, K
To compare the features of a mosque with the features of a church.	C,K	To know how 'The Grace' offers a 'blessing' to people and relates strongly to the Trinity	C, K
To know that places of worship for religions other than Christianity are spread across the world, including in main British cities, smaller towns and villages.	C,K	To know how Christians show their beliefs about God the Trinity in worship and in the way they live	C, K

Key Vocabulary			
Word	Meaning	Word	Meaning
place of worship	a building or special place used for praying together	Gospel	the good news of God's plan
mandir	a Hindu temple	baptism	Baptism is a ceremony that symbolises a commitment to living a life as a Christian
murti	an image or statue of one of the many representations of the one true Hindu God, Brahman	The Trinity	The Christian belief that God is three in one: The Father, The Son and The Holy Spirit
puja	the name for Hindu prayer	The Grace	a blessing used widely in churches, said to one another, often at the end of worship, referring to the Trinity.
shrine	a special area or place dedicated to the worship of one Hindu God.		
mosque	a Muslim place of worship		
minaret	the tower on a mosque which is used to call Muslims to prayer		
mihrab	a niche indicating the direction of Mecca (the direction Muslims face when praying)		

Related Bible Stories, Readings or Texts	
N/A	Matthew 3: 11-17, 2 Corinthians 13:14

Useful Websites or Resources

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-inside-hindu-temple/zbf2t39> - an introduction to a mandir by a young Hindu.
<https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-east-london-mosque/zmctvk7> - an introduction to a mosque by a young Muslim.

Baptism clips from <http://request.org.uk>

Knowledge Organiser - C4 – Year 4/5

Understanding Christianity or SACRE Unit: SACRE - Comparing religions in modern Britain - 'Festivals' **Year:** B **Term:** Summer 1st Half

Understanding Christianity or SACRE Unit: UC UC God 2b.1(DD) **Year:** A **Term:** Summer 2nd Half

Learning Objectives - Knowledge			
SACRE - Comparing Religions in modern Britain - Festivals	Key Driver	SACRE Unit: UC God 2b.1 (DD) What does it mean if God is holy and loving?	Key Driver
To know about the Islam festival of Ramadan.	C	To know about different types of biblical texts, using technical terms accurately.	C
To know about the Islam festival of Eid.		To know how to make connections between biblical texts and Christian ideas of God, using theological terms.	C
To know about the Jewish festival Rosh Hashanah.	C	To know about the connections between Bible texts studied about God and how Christians put these beliefs into practice e.g. through calling for justice, promoting forgiveness, etc.	C
To know about the Hindu festival Holi.	C	To know how Christians put their beliefs about God into practice in worship: e.g. through confession	C
To know about the Buddhist festival Wesak.	C	To know how to weigh up how biblical ideas about love, holiness, or forgiveness relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own. (artwork)	C
To know about the Sikh festival Vaisakhi.	C	To know how to weigh up how biblical ideas about love, holiness, or forgiveness relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own. (writing - reflecting on artwork)	C

Key Vocabulary			
Word	Meaning	Word	Meaning
Islam	The religion of Muslims who believe in one God, who in Arabic is known as Allah.	Bible	The book of sacred writings accepted by Christians as coming from God.
Ramadan	The ninth month of the Muslim year, during which strict 'fasting' is carried out from dawn to sunset.	Theology	The study of religious faith, practice and experience: especially the study of God and God's relation to the world.
Eid	A Muslim festival which is celebrated at the end of Ramadan.	theological	Relating to theology.
Hinduism	Is a religion of many Gods.	belief	Something believed.
Holi	A Hindu festival which takes place every Spring.	justice	Fair treatment everyone deserves.
Judaism	A religion developed amongst the ancient Hebrews who believe in one transcendent God, who revealed himself to Abraham, Moses and the Hebrew prophets.	forgiveness	The act of forgiving.
Rosh Hashanah	A special festival which celebrates the Jewish New Year known as 'head of the year'. It is a solemn and holy time.	love	To feel very strong affection.
solemn	Very serious in a formal manner.	holy	Blessed - associated with God.
Buddhism	The religion is based on the teachings of Buddha.	holiness	Being holy.
Wesak	A Buddhist holy day - based on Buddha - birth, enlightenment and death. The celebration of colour.	forgiveness	To make a decision to free yourself from holding onto resentment and feelings of revenge.
Sikhism	A religion of India, started by a man named Nanak.	resentment	To feel anger or bitterness.
Punjab	A state in the northwest region of India.	insight	The ability to understand a person or situation very clearly.
Punjabi	An inhabitant of the Punjab region.	triptych	A series of three separate paintings that together form a story.
Vaisakhi	The ancient Harvest Festival in the Punjab religion.		

Related Bible Stories, Readings or Texts	
	PROVERBS 6:16-19 LUKE 23:33-34

Useful Websites or Resources

Islam - Ramadan & Eid <https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-ramadan-and-aid/z7bt7yc>

Hinduism - Holi <https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/z4qqy9q>

Judaism - Rosh Hashanah <https://www.bbc.co.uk/newsround/29363650>

Buddhism - Wesak <https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zbsp92p>

Sikhism - Vaisakhi <https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/z6qqy9q>

The life of a well known Christian e.g. Desmond Tutu/Martin Luther king Jnr

Desmond Tutu <https://kids.britannica.com/kids/article/Desmond-Tutu/399993>

Martin Luther King <https://www.bbc.co.uk/teach/school-radio/assemblies-ks2-martin-luther-king-mlk-dream-on-black-history-month/zwtxwnb>

<https://www.youtube.com/watch?v=SZ5BgcFWTbo>

Coventry Cathedral <https://www.coventrycathedral.org.uk/wpsite/our-reconciliation-ministry/>

<https://www.coventrycathedral.org.uk/ccn/>

Knowledge Organiser

Special Unit: Archbishop of York Young Leaders Award **Year:** A **Term:** Summer Term

Note: Class 5 - Year 5/6 in 2020-21 took part in and completed the Archbishop Young Leaders Award (YLA) throughout the Summer Term in place of their usual R.E Units of work: SACRE - Comparing religions in Modern Britain and UC - God 2b.1 (DD) which have been previously touched upon within previous year groups.

An overview of the YLA can be found on the YLA website: <https://www.archbishopofyorkyouthtrust.co.uk/young-leaders-award>

Full planning with resources was provided by the YLA using their portal: <https://abyyt.schoolology.com/login?school=565764267>