

# Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: What kind of world did Jesus want?

## Digging Deeper

Class/Year Groups: Stiperstones

Term: Spring Term 2023

What you already know?

Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.

Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.

Christians try to be like Jesus — they want to know him better and better.

Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.



What you will learn:

## Making Sense of the Belief

List two distinguishing features of a parable.

Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.

Offer some ideas about the meaning of the Good Samaritan story to Christians.

## Understanding the Impact

Make simple links between the Good Samaritan story and the importance of charity in Christian life.

Give some examples of how Christians act to show that

## Making Connections

Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.

## Key Vocabulary

### Gospel

Means good news – in the bible – the section about the teachings of Jesus

### Forgiveness

To accept another's negative actions and to move on without seeking revenge.

### Parable

A story from the bible with a message

### Charity

To give away your time, support money to help others in need

### Neighbour

Everyone – our fellow man

### Teachings

Lessons through story, song and images

### Disciple

A devoted followers

### Miracle

An action that defies belief – a kind of magic

Shropshire Agreed Syllabus Programme of Study KS2:

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

