

Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: What is the Trinity?

Class/Year Groups: Lower KS2—Grinshill Class

Term: Autumn Term 2024


What you already know?

Christians believe God is Trinity: Father, Son and Holy Spirit.

Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.

Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.

Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.



What you will learn:

Making Sense of the Belief

Identify the difference between a “Gospel”, which tells the story of the life and teaching of Jesus, and a letter.

Offer suggestions about what texts about baptism and Trinity mean.

Give examples of what these texts mean to some Christians today.

Understanding the Impact

Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and the way they live.

Making Connections

Make links between some Bible texts studied and the idea of God in Christianity, expressive clearly some ideas of their own about what the God of Christianity is like.

| Key Vocabulary | |
|------------------------|--|
| Trinity | God is one but made up of 3 equal parts. |
| God the Father | God who lives in Heaven and created the world. |
| God the Son | Known as Jesus who came to earth to die on the cross and now lives in Heaven. |
| God the Spirit | Known as the holy Spirit or the Holy Ghost. |
| The Holy Spirit | Christians believe the Holy Spirit lives within then guiding and helping them. |
| The Grace | An important Christian prayer . |
| Baptist | A religious sign of being washed clean with water. An outward sign of being a Christian. |
| Pentecost | The descent of the Holy Spirit and the Christian church’s mission to the world. |

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.

