

Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: What kind of world did Jesus want?	Class/Year Groups: Lower KS2—Grinshill Classs Y3/4	Term: Spring Term 2026
<p>What you already know?</p> <p>Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</p> <p>Jesus shows love and forgiveness to unlikely people.</p> <p>Christians try to be like Jesus — they want to know him better and better.</p> <p>Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p>	<p>What you will learn:</p> <p>Making Sense of the Belief</p> <p>Identify this as part of a ‘Gospel’, which tells the story of the life and teaching of Jesus.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’.</p> <p>Offer suggestions about what Jesus’ actions towards the leper might mean for a Christian.</p> <p>Understanding the Impact</p> <p>Make simple links between Bible texts and the concept of ‘Gospel’ (good news).</p> <p>Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus’ teaching.</p> <p>Making Connections</p> <p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>Vocabulary</p> <p>Gospel—Means good news – in the bible – the section about the teachings of Jesus</p> <p>Forgiveness—To accept another’s negative actions and to move on without seeking revenge.</p> <p>Parable— A story from the bible with a message</p> <p>Charity—To give away your time, support money to help others in need</p> <p>Neighbour—Everyone – our fellow man</p> <p>Teachings—Lessons through story, song and images</p> <p>Disciple— A devoted followers</p> <p>Miracle—An action that defies belief – a kind of magic</p>

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.

