

Milwards Primary School and Nursery – RE Knowledge Organiser

Class: Year 6 (Oak)

Main Disciplinary focus: Philosophy

Core Question: **What does it mean to live a good life?**

Curriculum Thread: Fingertip knowledge / Lifestyle (Step 5) Religion: Muslim, Humanist (Buddhist?)

Core Knowledge



Muslim belief about a 'good life', their origins in the Qur'an and what this looks like.

Humanist ethical conduct, their origins and what it looks like, e.g. through the work of Humanist UK as a 'golden rule'.

Useful References



Essex Syllabus unit overview (lowered)

Philosophy in [KS2 ideas website](#)

RE:ONLINE for background knowledge

<https://www.muslimink.com/society/the-good-life/>

Prior Knowledge

Year 2:

Different people believe different things (opinion / belief). Religious beliefs or worldviews can influence what people believe/think.

Year 3:

Difference between knowledge, belief and opinion.
The complex nature of concepts such as truth, reality, happiness, identify, hope and justice.
The nature of a philosophical question.
The influence on moral decision making by factors such as experience, family, history, culture or community (including religious communities).

Year 4:

At least three views about the nature and existence of God.
The difference between knowledge, belief and opinion.
The complex nature of concepts such as truth and reality.
Debates about whether something can be proven.

Year 5:

Varying views about the existence of God: Ontological and Cosmological arguments as found in the work of St. Thomas Aquinas's Summa Theologiae.
Difference between knowledge, belief and opinions about God's existence.
Everyone has a worldview, whether they realise it or not. Our worldview is shaped by our experience, but also shapes how we see and respond to the world.
Aspects of some people's worldviews are very clear from their actions.
At least 3 key people (Muslim, Christian, Non-religious) and how their belief have impacted their lives.

Skills



1. Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.
 2. Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.
 1. Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.
 2. Use well-chosen pieces of evidence to support and counter a particular argument.
- Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.

Fingertip Knowledge

Name of Religion: Christianity Name of followers: Christians Name for God: God Sacred Text: Bible Place of Worship: Church	Name of Religion: Islam Name of followers: Muslims Name for God: Allah Sacred Text: Qur'an Place of Worship: Mosque
Name of Religion: Hindu Dharma Name of followers: Hindu Name for God: Brahman Sacred Text: The Vedas Place of Worship: Mandir (Temple)	Name of Religion: Judaism Name of followers: Jews Name for God: G-d (written: YHWH usually say Adonai – Lord) Sacred Text: Torah Place of Worship: Synagogue
Name of Religion: Sikhi Name of followers: Sikhs Name for God: Waheguru Sacred Text: Guru Granth Sahib Place of Worship: Gurdwara	

Key Vocabulary



'Hayaatan tayyibatan', Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious', secular, rationalist, compassion, sources of wisdom