



St John Fisher RC Primary School

Year Five and Six RE Knowledge Organiser Summer Term Two – Dialogue & Encounter

Lesson One & Two

LI: I can identify the Bible as a collection of many 'little books' and explain why Christians regard it as more than one book.

This lesson establishes the Bible as a library of writings rather than a single volume, introducing the meaning of the word 'Bible' and the idea that different books were gathered over time. It also begins the Christian belief that Scripture is inspired by God. The word 'Bible' comes from the Greek word 'biblia', meaning 'little books'.



bible, biblia, books, collection, writings, sources, Holy Spirit, Scripture, literature, oral, authors, edited, centuries, tradition, fingerprints, inspired

Lesson Three and Four

LI: I can explain why the Church helps Catholics read and interpret Sacred Scripture.

This lesson focuses on the Church's role in helping believers understand the meaning of the Bible beyond the words on the page. It develops the idea that Scripture needs interpretation within the life of the Christian community. Christians believe Scripture can have meanings beyond the literal words. The Church teaches that the Bible should guide teaching, correction and holy living, linked to 2 Timothy 3:16.



Church, Catholics, interpret, Scripture, meaning, teaching, correction, worship, Old Testament, Jewish, covenant, Jesus Christ, New Testament, relevant, Christians, Judaism

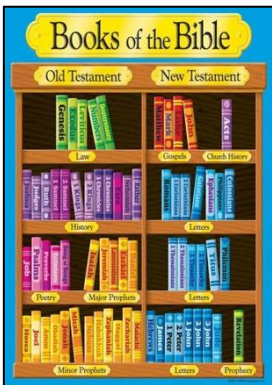
Lesson Five and Six

LI: I can describe how Christians read the Old Testament in the light of Christ and recognise the importance of respectful dialogue with Judaism.

This lesson deepens understanding of Christian interpretation of the Old Testament as fulfilled in Christ, while emphasising respectful recognition that Jewish people do not share this interpretation. Christians read the Old Testament in the light of Christ. Christians see signs of Jesus in the words, actions and deeds of the Old Testament. God's covenantal relationship with Abraham in Genesis remains important to Christians. Jewish people do not interpret the Old Testament as Christians do. Respectful intercultural dialogue is important when discussing sacred texts.

light of Christ, signs, Abraham, Genesis, interpret, respect, dialogue, sacred, revelation, complete, Jesus Christ, Scripture, faith, Bible, understand, views

LI: I can recognise that the Bible contains different kinds of writing and that its human authors shaped its form over time.



This lesson develops understanding of the Bible as a varied library containing different literary forms, including material shaped by oral tradition and edited across centuries. Pupils begin to appreciate the human fingerprints within sacred text. The Bible contains different types of literature. Some biblical material may have come from oral accounts before being written down.

LI: I can explain how Christians understand the Old Testament as part of the Bible and as texts shared with Judaism.

This lesson introduces the Old Testament as Jewish Scripture that Christians continue to value. Pupils learn why Christians call it 'old' and how it remains important within Christian belief. - The texts Christians call the Old Testament are texts of the Jewish religion. Christians call them 'old' because Jesus Christ fulfils a new covenant. The New Testament recounts the new covenant in Jesus Christ. The Old Testament remains relevant to Christians. Christians and Jewish people read these texts in different ways.



LI: I can explain the Christian understanding of Sacred Scripture as part of God's revelation made complete in Jesus Christ.

This lesson brings together Christian beliefs about revelation, showing how the Bible is understood as part of God revealing himself, with fulfilment in Jesus Christ. Christians understand Sacred Scripture as part of God's revelation. They believe God's revelation is made complete in Jesus Christ. The Bible is more than a human work of ancient literature. Christian belief about Scripture is linked to faith in Jesus Christ. Different religious and non-religious views may not share the same understanding of revelation.



Lesson Seven and Eight

LI: I can identify the importance of Hebrew as a holy language for Jewish people and explain how language connects to Jewish sacred texts.

This lesson introduces Hebrew as the holy language of Judaism and explores how language, prayer and sacred writing support Jewish religious life. Hebrew is an important holy language for Jewish people. The Torah is central to Jewish life. Jewish sacred texts are written and read with great respect. Language is connected to prayer and worship in Judaism. Sacred texts help Jewish people understand their covenant with God.



Hebrew, holy, Torah, language, prayer, worship, respect, covenant, scrolls, synagogues, sacred, reverence, identity

Lesson Nine and Ten

LI: I can identify different names for God found in the Torah and explain why some are familiar to Christians.



This lesson explores the names for God in the Torah and helps pupils recognise links and differences between Jewish and Christian understandings of God. The Torah contains different names for God. Many names for God in the Torah are familiar to Christians. Shared language about God can connect Jewish and Christian traditions. Names for God are part of sacred writing and belief. Belief in one God

names, God, Torah, familiar, Christians, traditions, belief, one God, Shema, prayer, Judaism, identity, commitment

Lesson Eleven and Twelve

LI: I can describe how a sofer writes the Shema and how the prayer is used in a Mezuzah.

This lesson develops understanding of the care and reverence involved in writing sacred words and how the written Shema is placed in a Mezuzah for Jewish homes. - The Shema is handwritten by a sofer, or scribe. A sofer uses ink and a quill to write the prayer. The written prayer is placed inside a tiny box called a Mezuzah. The Mezuzah is used in Jewish homes. The writing of sacred words shows respect for God and prayer.



Sofer, scribe, ink, quill, written, Mezuzah, homes, respect, doorposts, materials, Shema, scripture, prayer, sacred

LI: I can describe the Torah as a sacred object in synagogue life and explain its importance in Jewish worship.



This lesson focuses on the Torah scrolls used in synagogues as holy objects and on the central role they play in Jewish worship and communal life. - Torah scrolls in synagogues are sacred objects. The Torah is central to Jewish worship and identity. It is treated with reverence because it is holy to Jewish people. Jewish worship involves listening to and valuing the Torah. The Torah connects Jewish people to God's teaching and covenant.

LI: I can explain why the Shema is the most important prayer in Judaism and how it expresses belief in one God.

This lesson focuses on the meaning and importance of the Shema as the central prayer of Judaism, particularly its declaration that there is only one God. Prayer is central to Jewish belief and identity. The Shema expresses commitment to God. It links belief, worship and daily life.



LI: I can explain the significance of the Mezuzah on the doorposts of Jewish homes and review how scripture, prayer and sacred objects shape Jewish life.

This lesson consolidates learning about Jewish scripture, prayer and sacred objects by focusing on the Mezuzah as a sign of faith in the home and reviewing the wider themes of the unit. - The Mezuzah hangs on the doorposts of Jewish homes. Mezuzah cases can be made from different materials. The Mezuzah contains the written Shema. Scripture, prayer and sacred objects are important in Jewish life. Christians and Jewish people share some connections in belief, but interpret sacred texts differently.

