

Substantive and disciplinary knowledge Religious Education curriculum Springfield Academy

Christianity							
	EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Gods and prophets		<p>Know that Christians believe in one God.</p> <p>I know why Saint Peter is a great leader for Christian people.</p>	<p>Know that Christians believe in one God.</p> <p>I know why Saint Peter is a great leader for Christian people.</p>		<p>Know that Christians believe in the Holy Trinity and what this means.</p> <p>Know that Christians believe that Jesus Christ is the Son of God.</p>	<p>Understand why Christians sometimes disagree about what God is like. Explain similarities and differences between Christian beliefs about how the world began.</p>	
Holy book symbols and artefacts		<p>Know the Christian holy book is the Bible and the sacred building is a church.</p> <p>Know that the Christian symbol is the cross.</p> <p>Know that some of the stories in the Bible are also in the Torah.</p>	<p>I know that the star is a meaningful symbol to the Christmas celebration.</p> <p>Know that artefacts are used in baptisms and christenings including, baptismal candles,</p>	<p>Know that when Christians pray they put their hands together and close their eyes.</p> <p>Know the meaning of the Last Supper.</p>	<p>I know about the 'fruit of the Spirit' (Galatians 5:22) and can share times when I have demonstrated these qualities.</p> <p>Know how the Bible is set out and written (Old/New Testament,</p>	<p>Consider how important the 10 Commandments are in today's world.</p> <p>Know why the 10 Commandments were written.</p>	<p>I can explain at least two key Christian beliefs (Jesus as the son of God, God is love and is prepared to die for others.</p>

Substantive and disciplinary knowledge

Religious Education curriculum Springfield Academy

			<p>christening clothes, crosses as necklaces.</p> <p>Know how the Bible is treated and respected by Christians.</p> <p>Know the meaning behind the parable of The Lost Sheep.</p> <p>Know the story of the Good Samaritan and consider what this teaches us?</p>		<p>different books and types of writing).</p> <p>Make connections between stories in the Bible and what Christians believe about creation (Genesis 1). Know the story of Adam and Eve (Genesis 3) and link it to the meaning of temptation. Know the message and story of the Prodigal Son Know that Christians use the Bible for guidance, comfort and strength.</p>		
Holy buildings		Know key features of a church (Altar, cross., pulpit)	I know how churches can give Christians a sense of belonging.	Know what is being celebrated and what happens	Know the importance and significance of Christian		Recall and name some key features of places of worship studied.

Substantive and disciplinary knowledge

Religious Education curriculum Springfield Academy

				during Holy Communion. Know the different activities that happen in a church. Know ways in which the local church helps the surrounding community.	initiation ceremonies.		Describe similarities and differences between Baptist and Anglican churches. Understand why new forms of church arise.
Festivals		Know that a Christian wedding can involve hymns and prayers.	Know that Christians celebrate Christmas. I know the Christmas story. Know that baptisms and christenings are important to Christians.	Know what is being celebrated and what happens during Holy Communion. Know the different activities that happen in a church. Know ways in which the local church helps the surrounding community.	I know that Christians celebrate Easter and Harvest Festival. I know that Easter celebrates the resurrection of Jesus Christ after death. Know the importance and significance of Christian initiation ceremonies.		Recall and name some key features of places of worship studied. Describe similarities and differences between Baptist and Anglican churches. Understand why new forms of church arise.

Substantive and disciplinary knowledge

Religious Education curriculum Springfield Academy

Way of life	<p>Know that Christians get married in churches.</p> <p>Know that Christians visit churches on Sundays.</p>	<p>Know that music is important in the Christian faith.</p> <p>Know what is being celebrated and what happens during Holy Communion.</p> <p>Know the different activities that happen in a church.</p> <p>Know ways in which the local church helps the surrounding community.</p> <p>I know about pilgrimages and religious journeys made Christians (e.g. Lourdes, Iona or the Holy Land)</p>	<p>Know the importance and significance of Christian initiation ceremonies.</p>	<p>I know that Christians express their beliefs through worship in all sorts of different ways.</p> <p>I know that the Golden Rule in Christianity means 'treat others how you would like to be treated'.</p> <p>Recall and name some key features of places of worship studied.</p> <p>Describe similarities and differences between Baptist and Anglican churches.</p>
-------------	---	---	---	--



Substantive and disciplinary knowledge Religious Education curriculum Springfield Academy

							Understand why new forms of church arise.
--	--	--	--	--	--	--	---

Substantive and disciplinary knowledge Religious Education curriculum Springfield Academy

Judaism							
	EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Gods and prophets		<p>Know that Jewish people believe in one God.</p> <p>I know why Moses is a great leader for Jewish people.</p>	<p>Know that a Rabbi teaches Jewish people about God.</p>		<p>Know that Moses was the servant of God.</p>		
Holy book and symbols		<p>Know that the Torah is the Holy book of the Jewish people.</p> <p>Know that some of the stories in the Torah are also in the Bible.</p> <p>The symbol of the Jewish people is the star of David.</p>	<p>I know that the menorah is a meaningful symbol to the Hanukkah celebration.</p> <p>I know the meaning behind the story from the Torah -The Jewish Psalm 23 – God is a shephard.</p> <p>Understand the importance of a mezuzah to Jewish people.</p> <p>Know and retell the Jewish story of creation, understand that Jews and Christians share the same Creation story.</p>				<p>Know how Jews use the Torah and the home as well as the synagogue to worship.</p>

Substantive and disciplinary knowledge

Religious Education curriculum Springfield Academy

			Know the story of Moses.				
Holy buildings		<p>Know that the Synagogue is the Jewish holy building</p> <p>Know key features of a synagogue (ark, Eternal Light, bimah).</p>			Know what happens at a Jewish Bar or Bat Mitzvah ceremony.		<p>Recall and name some key features of a Synagogue.</p> <p>Identify differences between Jewish synagogues (Orthodox and Reform).</p>
Festivals		<p>Know that Jewish people get married in a synagogue.</p> <p>Know that they get married under a 'chuppah' canopy.</p> <p>Know that Jewish people break glass at the end of the ceremony to mark the start of the celebrations.</p>	<p>Know that Jewish people celebrate Hanukkah.</p> <p>Know how and why Jewish people celebrate the Passover every year.</p> <p>Know and retell the story of Chanukah.</p> <p>Know how Jewish people celebrate Chanukah.</p>				
Way of life		Know why Shabbat is important to Jewish people.			Know how the Ten Commandments might affect the way a Jewish person lives their life.	know the impact of persecution and discrimination on	Know that Christian aid is an international charity and know



Substantive and disciplinary knowledge Religious Education curriculum Springfield Academy

						<p>Jewish people living in Germany in the 1930s. know about the Kindertransport and the importance of providing refuge to people who are persecuted for who they are. know that the National Holocaust Centre and Museum is a place of remembrance in the UK.</p>	<p>some of the work it does.</p>
--	--	--	--	--	--	---	----------------------------------

Substantive and disciplinary knowledge Religious Education curriculum Springfield Academy

Islam							
	EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Gods		Know that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like. Know that Muslims have 99 names for Allah.		Know that Muslims follow the teaching of the Prophet Muhammad. Know that the Shahada is the Muslim statement of faith in one God. Know some of the ways that Muslims describe Allah.	Know that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. Know that prayer is a pillar of Islam and describe how Muslims pray.	Know the 5 pillars of Islam. Understand the Shahada as one of the most important beliefs in Islam. Understand why the pillar of Zakah is important to Muslims.	Know the significance of Prophet Muhammad (PBUH) for the Muslim community/Ummah in Britain today.
Holy book		Know that the Qur'an is important to Muslims and describe how it is treated. Know the stories of Muhammad	Know the story and meaning behind <i>Muhammad and the Black Stone</i> .	Know that Muslims pray five times a day. I know that when Muslims pray they must		Know that Muslims seek guidance from the Qur'an and Hadiths. Understand what the story of the Black Stone	

Substantive and disciplinary knowledge

Religious Education curriculum Springfield Academy

		and the cat, the tiny ants, and Muhamad and the camel. Know the story of and the message behind the boy who threw stones at trees.		bow and face east. Know that Islam teaches that the Qur'an was revealed to the prophet from Allah by the Angel Jibril.		teaches Muslims about the character and qualities of Muhammad.	
Holy buildings				Know that a Muslim holy building is called a mosque and talk about what it looks like.	Know that Mosque contains a minaret (tower) a mihrab (a niche in the wall to show the direction of Mecca), a qubba (dome above the prayer hall), and a sahn (courtyard where people pray).	Know the key functions of a mosque and how these link to the key beliefs of Muslims.	Recall and name some key features of places of worship studied.
Festival		Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr	Know why Ramadan is a special time for Muslims.				

Substantive and disciplinary knowledge

Religious Education curriculum Springfield Academy

Way of life		<p>Recognise some objects used by Muslims and suggest why they are important (a prayer mat, water, Qur'an stand).</p> <p>Know why Islamic initiation rituals are important to Muslims.</p>		<p>Know some of the ways that Muslims describe Allah.</p> <p>I know about pilgrimages and religious journeys made by Muslims (e.g. Makkah)</p>		<p>Identify similarities and differences between the life of a Muslim and their own life.</p> <p>Understand the reasons behind the practice of fasting in Islam.</p> <p>Understand why a pilgrimage to Mecca is important to Muslims.</p>	<p>I know that Ummah (community) is an important concept in Islam.</p> <p>Know that Muslim hands is a local Muslim charity.</p> <p>Identify ways in which the Muslim Ummah supports Muslim people all over the world.</p> <p>Notice, list and explain similarities and differences between Muslim poetry and art,</p>

Substantive and disciplinary knowledge Religious Education curriculum Springfield Academy

Hindu – Sikh - Buddhist							
	EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Gods		Know that Sikh's believe in one God.		Describe Hindu beliefs about the Trimurti (Brahma, Vishnu and Shiva).	<p>I know the Hindu beliefs about the five main gods, Vishnu, Lakshmi, Shiva, Parvati, Brahma and Saraswati.</p> <p>I know that the Aum represents Brahman and the universe.</p> <p>Know that Sikh's believe that God is everywhere and within everything.</p> <p>Know some facts about Guru Nanak and why he is important to Sikhs.</p>	Know that Buddhism is a non-theistic religion.	

Substantive and disciplinary knowledge

Religious Education curriculum Springfield Academy

					Know how Sikh's believe the world was created.		
Holy book		Know the story of the Crocodile and the Priest and the message behind it.	Know that the Hindu holy book is called the Vedas. Know that the Sikh holy book is called the Guru Granth Sahib.	Know the story of Rama and Sita and make links to the idea of overcoming evil in life today.		Know that Buddhists follow the teachings of the Buddha and these are written down in the Tripitaka.	
Holy buildings		Know that a Sikh holy building is a Gurdwara. Know that a Hindu holy building is called a mandir.		Know what would be found on a puja tray and know that it is used in Hindu worship.	Know some features of a Sikh temple (gurdwara). Know that Hindus worship at home or in the Mandir. Know the four key features of a Mandir are, Murti. This is a statue of a deity or goddess, called a murti. Shrine. Murtis are kept in a shrine, a holy place. ... Arti lamp. In Hindu services, a	Know that there are four different kinds of Buddhist structures – temples, pagodas, stupas and monasteries and recall features of each.	Describe similarities and differences between Hindu worship in the home and at the mandir.

Substantive and disciplinary knowledge Religious Education curriculum Springfield Academy

					lit arti lamp is waved before a murti. Bell. A bell is used to awaken the deities.		
Festivals		Know why and how Sikh's celebrate Guru Nanak's birthday.	Know why Diwali is a special time for Hindus.	Know how and why Hindus celebrate Diwali.	<p>Know the names of 2 Sikh festivals, know why and how they are celebrated.</p> <p>I can explain 3 key rituals of Diwali, lighting divas (oil lamps) to illuminate their homes.</p> <p>Performing a Lakshmi puja (prayer to the goddess of wealth) Sharing sweets (mithai)</p> <p>I know that Holi is the festival of spring and celebrated by people throwing coloured powder and</p>	Know that Wesak (Buddha day) is one of the most important Buddhist festivals and that it marks the enlightenment and death of Siddhartu Gautama.	

Substantive and disciplinary knowledge

Religious Education curriculum Springfield Academy

					water at each other.		
Way of life		<p>Know that pray, work and give are the three duties of a Sikh. Know the 5 Ks of Sikhism: kesh, kanghakra, kachera, kirpan.</p>		<p>Know similarities and differences between the life of a Hindu child and the life of a child who is not Hindu. Describe how being a Hindu child in Britain today can be hard but also exciting and enriching.</p> <p>Understand the metaphor of life being a journey. Describe the Hindu aims and duties of Dharma and Moksha. Understand the Hindu belief of 'karma'.</p>	<p>Know that community and cooperation are among the most important principles of Sikhism. Describe how being a Sikh child in Britain today can be hard but also exciting and enriching. Know the 5 K's of Sikhism and the symbolism behind them. Know that Sikh's can choose to be baptised and what this means to them. Know where the life of a Sikh can be seen in Britain today.</p>	<p>Know that Buddhism is the fifth largest religion in the UK. Know that Buddhism originated in India more than 2,500 years ago and was founded by Siddharta Gautama. Know that Buddhists believe in Karma, that all of our actions have consequences. Know the meaning of enlightenment – that Buddhists believe they will stop being re-born because they have</p>	<p>Know the Hindu belief of reincarnation and karma.</p> <p>know that dharma (duty, religion, virtue and morality) is a central part of a Hindu's daily life.</p> <p>I know that Sewa international is a Hindu charity.</p> <p>Describe the impact of some of Gandhi's principles.</p> <p>Know what 'sewa' means and describe acts of sewa.</p>

Substantive and disciplinary knowledge Religious Education curriculum Springfield Academy

				<p>Know some of the key events in Gandhi's life. Know why Gandhi inspired Hindus. Know where the life of a Hindu can be seen in Britain today.</p> <p>I know about pilgrimages and religious journeys made Hindus (e.g. Varanasi)</p>		<p>reached Nirvana.</p>	
--	--	--	--	---	--	-------------------------	--

Substantive and disciplinary knowledge

Religious Education curriculum Springfield Academy

Other beliefs							
	EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Leaders		Know that there are leaders in all walks of life.	Know how people are unique and valuable.	Know some reasons why some people believe in God and some do not.	Know some values that matter to Humanists.	Identify reasons why some people believe in God and some do not. Know that values show in what people do. Identify factors that influence our choices Know some of the main beliefs of Humanists.	
Rules			Know the Golden Rule and consider what the world would be like if everyone followed this.		Know that the Golden Rule can be found in the thinking of many different groups of people. Know that acting in accordance with the Golden		

Substantive and disciplinary knowledge

Religious Education curriculum Springfield Academy

					Rule can have an impact.		
Buildings			Know that some people care for the world because it was created by God.		Understand the use of journey as a metaphor for life and discuss important milestones along it. Know how different people are guided through challenges.	Know that there are many different beliefs about how the world was created. Identify support systems that could guide people on the journey of life.	<p>I can explain the possible tension between building a beautiful 'house of God' and serving the needs of people in poverty.</p> <p>Know that people have different beliefs about what happens when you die. Know that some people believe you have a soul that is separate to your physical body. Understand how some people</p>

Substantive and disciplinary knowledge

Religious Education curriculum Springfield Academy

							may be comforted by their beliefs after a loved one dies. Understand how not believing in life after death might impact how someone lives.
Festivals			Know different ways that we celebrate special times. Know that Mother Theresa dedicated her life to caring for others.			Know the definitions of the terms theism, atheism and agnosticism. Know the difference between facts, opinions and beliefs.	Express own opinions to consider what the world would be like without great architecture or what it would be like without charity or generosity.
Way of life		Know that belonging is an important part of our lives.	Know how people are unique and valuable.	Know some reasons why some people believe in God and some do not. I know about pilgrimages and journeys made by people who	Know some values that matter to Humanists.	I know about the statistics of world religions in the local area and Britain today. I know 'religious plurality' refers to multiple religions	



Substantive and disciplinary knowledge Religious Education curriculum Springfield Academy

				are spiritual but not religious (e.g. Stonehenge).		co-existing within a society. I know inter-faith events intentionally bring together people of different religious and non-religious backgrounds to challenge prejudice and promote understanding, co-operation and friendship between communities. I can share ways to become an upstander, applying my own ideas to issues of respect for all. I can explain why it is important to remember examples of	
--	--	--	--	--	--	---	--



Substantive and disciplinary knowledge Religious Education curriculum Springfield Academy

						<p>hatred and prejudice, and why 'never again' is an important idea.</p> <p>Identify reasons why some people believe in God and some do not. Know that values show in what people do. Identify factors that influence our choices</p> <p>Know some of the main beliefs of Humanists.</p>	
--	--	--	--	--	--	--	--

Substantive and disciplinary knowledge

Religious Education curriculum Springfield Academy

Core knowledge

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
	<p>I know what makes a great leader (e.g. their behaviour, examples of their wisdom and rules for living harmoniously, the difference they have made).</p> <p>I can explain how Moses and Saint Peter made a difference and how leaders today make a difference to our lives.</p> <p>I know what weddings are like in Jewish and Christian holy buildings.</p> <p>I know what weddings are like in Jewish and Christian holy buildings.</p>	<p>I know that the menorah is a meaningful symbol to the Hanukkah celebration.</p> <p>I know that the star is a meaningful symbol to the Christmas celebration.</p> <p>I know why Christenings and Believer's Baptisms are important to Christians.</p> <p>I know some different symbols of belonging used in Christianity and what they mean (e.g. baptismal candles, christening clothes, crosses as necklaces).</p> <p>I know how churches can give Christians a sense of belonging.</p>	<p>I know different reasons why someone might go on a pilgrimage.</p> <p>I know about pilgrimages and religious journeys made by Muslims (e.g. Makkah), Hindus (e.g. Varanasi), Christians (e.g. Lourdes, Iona or the Holy Land) and people who are spiritual but not religious (e.g. Stonehenge).</p> <p>I know examples of music from Christianity</p> <p>I know beliefs about Allah/God in the different religions.</p> <p>I can explain similarities and differences in Christian and Muslim prayer.</p>	<p>I can describe Hindu beliefs about the 5 main gods and goddesses (Vishnu, Lakshmi, Shiva, Parvati, Brahma and Saraswati).</p> <p>I can explain similarities and differences between Diwali and the Holi festival.</p> <p>I know about the 'fruit of the Spirit' (Galatians 5:22) and can share times when I have demonstrated these qualities.</p> <p>I know how and why Christians celebrate Christmas, Easter and Harvest Festival.</p> <p>I know how the religious buildings are</p>	<p>I know different religions' beliefs on communities and the impact of these beliefs.</p> <p>I can suggest how our society can become more tolerant and respectful.</p> <p>I know the story of child in the Kindertransport.</p> <p>I can share my own questions and ideas about persecution and prejudice, including examples from the Kindertransport and from today's world.</p>	<p>I can say what Christmas means to Christians.</p> <p>I know that Christians express their beliefs through worship in all sorts of different ways.</p> <p>I can explain the possible tension between building a beautiful 'house of God' and serving the needs of people in poverty.</p> <p>I know how religious art and architecture expresses spiritual ideas.</p> <p>I know sacred spaces which are important to Christians, Muslims, Hindus and non-religious people.</p>



Substantive and disciplinary knowledge Religious Education curriculum Springfield Academy

		<p>I can share ideas about how we show values like care, kindness and generosity.</p> <p>I can express creatively (in art, poetry or drama) my own ideas about the questions: Who am I? Where do I belong? Who cares for me? Who do I care for? How does it show?</p> <p>I can retell the story God's creation of the Earth from Genesis 1.</p>		<p>used by the different communities.</p> <p>I know how churches, mosques and mandirs and similar and how they are different.</p> <p>I can describe the challenges some key religious people faced, and values and commitments by which they lived.</p> <p>I can express my own views about who is inspiring and why.</p>		
--	--	---	--	---	--	--

Substantive and disciplinary knowledge Religious Education curriculum Springfield Academy

Question overview						
EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
	<p>Leaders - What makes some people inspiring to others?</p> <p>In what ways are churches/synagogues important to believers?</p>	<p>Celebrations and festivals - Who celebrates what and why?</p> <p>What does it mean to belong? What is it like to belong to the Christian religion in Nottingham today?</p> <p>How do we show we care for others? Why does it matter?</p> <p>What do Jewish people believe about God, creation, humanity and the natural world? What are some ways Jewish people show their beliefs and how they belong?</p>	<p>How do people express their religious and spiritual ideas on pilgrimages?</p> <p>Christianity, music and worship: What can we learn?</p> <p>Religion, family and community: prayer</p> <p>How do religious families and communities practice their faith? The example of prayer.</p>	<p>Religion, family, community, worship, celebration, ways of living -How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?</p> <p>What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?</p> <p>Where, how and why do people worship?</p> <p>Inspirational people from the past 'What can we learn from inspiring people in sacred texts and in the history of religions?'</p>	<p>Religion, worldviews, family and community -What contributions do religions make to local life in Nottingham? How can we make Nottingham a county of tolerance and respect?</p> <p>Beliefs in action around the world</p> <p>What was the Kindertransport? Who resisted and who rescued? How can we be upstanders today?</p>	<p>Religion and the individual: What matters to Christians? What is expected of a person in following a religion or belief? What matters most to Christians in their religion?</p> <p>Beliefs in action in the world 'How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?'</p> <p>How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?'</p>
	Christianity, Judaism, non-religious	Christianity and Judaism, non – religious	Christianity, Islam, Hinduism, non-religious	Christianity, Hinduism, Islam, Judaism, Sikhism, non- religious.	Christianity, Islam, Hinduism, Judaism, non-religious	Christianity, Islam, Hindu, non-religious.