

Religious Education at Springfield

Our vision

At Springfield, we believe that an understanding of the world's major religions helps our children to understand the world in which they live. We believe that through understanding religious practices and beliefs, we can promote our values of tolerance and respect of difference.

We are fortunate to have a multi-faith community at our school. Our RE curriculum is designed to explore a range of faiths to gain a deep understanding of religion and how it shapes people's lives. Through exploring religious stories and rituals, we develop our children's insight into how others see the world and the religious values which may underpin their daily lives. By exploring similarities and differences, we also highlight connections and commonalities which unite us as well as differences which enrich our community.

Through our teaching of RE, we strive to encourage our children to become open-minded, curious and respectful citizens who understand and value the beliefs of others.

How we plan for and teach RE

Children at Springfield have weekly RE lessons, through which their understanding of religious beliefs and practices builds over time. Following Hackney's SACRE scheme of work, lessons involve exploration of religious narratives, the study of rituals and practices and the key tenets and symbols of each faith. Significant objects are studied to bring lessons to life and familiarise the children with things that have particular importance in different faiths.






Our children are encouraged to share their knowledge about their own religions and how they practise them in a safe, respectful environment. Members of our wider community, representing a range of faiths, are invited into our classrooms to share their religious customs and answer questions our children may have. Through visits to places of worship, our children learn about the significance of the places where religious communities gather to practise their faith.

Our school assemblies reflect the diverse community in which we live in and celebrate a wide range of festivals from the six major religions.

How we evaluate learning in RE

The impact of our RE curriculum can be found in children's written work and the quality of discussions that they have. Children demonstrate their growing knowledge and understanding of religions in a range of carefully designed tasks. Over time, children demonstrate their deepening understanding of individual faiths by making connections within a faith, as well as showing their growing understanding of the discipline of RE by making links across different religions.

The impact of our RE curriculum can also be found in our children's deep respect for one another and their attitude towards our local Jewish community. We are proud of how our RE curriculum supports children to both value difference and understand which shared values and beliefs unite us.

Threads	Places of Worship and Holy Books 	Beliefs 	Similar and Different 	Faith Community 	Festivals of Faith 
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EYFS

Nursery

Reception





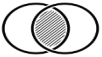
Year 1: RE Curriculum Map

Unit	How and why do people celebrate Harvest? Autumn 1	How and why do Christians celebrate Christmas? Autumn 2	Who are the Muslims in our community? Spring 1	What does Diwali teach Hindus about good and evil? Spring 2	What is important to Jews? Summer 1
Overview	Children will be appreciating the world around them and considering the Christian and Jewish beliefs about its creation by God, and the gratitude they demonstrate through festivals and religious practices, and suggesting how these beliefs may affect the way people may treat the world around them.	Children will learn about the significance of Christmas to Christians. They will learn the nativity story and what Christians believe is special about Jesus. They will learn about how Christians count down to and celebrate Christmas day.	Pupils should be able to recall the 5 pillars: Belief in one God (Shahadah), Muslims call God Allah; Prayer – (Salah) – Muslims pray to Allah 5 times a day; Charity – (Tzakah); Fasting – (Sawm- pronounced like ‘frown’). Muslims fast (don’t eat or drink) during the festival of Ramadan.	Pupils will explore how, in the stories told at Diwali, Rama and Sita provide Hindus with role models and values to live by e.g. love, courage, loyalty, duty. They will also explore how symbols associated with Diwali, (e.g. light- good overcoming evil as light overcomes the dark). This is also an introduction to the concepts of ‘good’ and ‘bad’, which will be continually developed in future learning/units.	Pupils will: explore extracts which teach Jews that there is One God who created the world; how traditions at Shabbat help Jews to remember, and be thankful to, God;; explore how Jewish children learn about God and about their Jewish identity in the home; explore how food, story-telling, songs and games at festivals and celebrations express the religious history and beliefs of the Jewish people; explore how the lighting of the Shabbat candles express Jewish belief in a loving, ever-present God and how symbols and objects in the home are a constant reminder of the presence of God and the history of the Jewish people.
Key questions	<p>What makes it a ‘wonderful world’?</p> <p>Why should we be grateful for our food?</p> <p>How Christians celebrate Harvest?</p> <p>How do Jews celebrate Harvest (Sukkot) and show they are grateful to God?</p>	<p>What is the Christmas story about Jesus’ birth?</p> <p>Why do Christians give presents at Christmas?</p> <p>How do Christians describe Jesus?</p> <p>How do we count down to Christmas?</p>	<p>What do Muslims believe?</p> <p>Who was Muhammed?</p> <p>Why do some Muslims only eat Halal food?</p>	<p>What is a holy day?</p> <p>What happens in the story of Rama and Sita?</p> <p>How do Hindus celebrate Diwali and how does this link to the story of Rama and Sita?</p> <p>How do Hindus celebrate Diwali in different ways on different days?</p> <p>What does light symbolise in the story of Rama and Sita?</p> <p>What are rangoli patterns and how do they link to Diwali?</p>	<p>What do Jews believe?</p> <p>How do Jews remember what they believe?</p> <p>How do Jewish families remember their beliefs about God on Shabbat?</p>

Thread	Festivals of Faith 	Festivals of Faith 	Faith Community 	Festivals of Faith 	Beliefs 
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Year 2: RE Curriculum Map

Unit	What do Hindus believe? Autumn 1	What Values Does Hanukkah teach? Autumn 1	Why do Christians celebrate Jesus' resurrection at Easter? Spring 1	What does it mean for a Christian to belong to a church? Spring 2	How do we know what actions are right or wrong? Summer
Overview	<p>Children will be learning about key Hindu beliefs about Brahman and the connection with Avatars. They will be making comparisons with other beliefs about God, and also investigating some avatars in greater depth to consider how Hindus worship and relationship with them may impact on their lives.</p>	<p>In this unit pupils will: explore how Jewish children learn about God and about their Jewish identity in the home e.g. through daily religious observance and festival celebrations; explore how food, story-telling, songs and games at festivals and celebrations express the religious history and beliefs of the Jewish people; explore how the lighting of the Shabbat candles and the hanukkah express Jewish belief in a loving, ever-present God.</p>	<p>Christians all believe that there is one G-d, but that He has three parts (Trinity). Jesus is also known as the Messiah to Christians, and Christian belief is that he was sent to earth to die so that those who believe in him as the Messiah will have their sins forgiven. He died as a punishment for Christian's sins, and is thus known as Saviour. Christians believe that after he died he came back to life in his own body. This is resurrection (not reincarnation). Christians believe that although Jesus performed miracles and resurrected others, he is the only person who resurrected and never died (his spirit was taken to heaven during the Ascension). He is also believed to have performed miracles.</p>	<p>In this unit, pupils will learn what it means for Christians to belong to a church. Children learn about what it is like inside a church and the important features. Pupils will learn about visiting the church and rituals and rules that take place. They will also learn about when Christians go to church and the special rites of passage that are celebrated at a church such as baptism, weddings and funerals.</p>	<p>In this unit, pupils will: be investigating what is right and wrong, why some people might be tempted to do what they know is wrong, as well as the importance of forgiveness. The purpose of sharing with children information about other religious and non-religious beliefs is not to encourage or influence the beliefs of the children, but to support them in clarifying and strengthening their own responses, recognising similarities and differences between their own views and that of others, and to deepen their skills of reasoning and comparison.</p>

Key questions	Do Hindus believe there is a God? Why do Hindus believe Ganesh is special? Why do Hindus believe Krishna is special?	What might Jews learn from the story of Hanukkah? What was the miracle story of Hanukkah?	What do Christians believe about Jesus? How does the last week of Jesus' life on earth show that he is special? Why might Christians celebrate Easter as a happy time?	What are the features of a Christian church? When might a Christian go to church? What happens in a church at a Christian baptism? What happens in a church at a Christian wedding? What happens in a church at a Christian funeral?	How do we know what is right and wrong? How do some people remember what is right and wrong? What do people believe might happen if we do wrong? What do people believe might happen if we do wrong? Why is forgiveness important?
Thread	Beliefs 	Festivals of Faith 	Festivals of Faith 	Faith Community 	Similar and Different 








Year 3: RE Curriculum Map

Unit	What is special about Guru Nanak? Autumn 1	What can we learn from the Christian Bible? Autumn 2	Who are the Jews? Spring 1	How do the features of a mosque help Muslims to pray?	Why do believers go on Pilgrimage? Summer
Overview	<p>In this unit pupils will: Investigating the meanings and values shown through religious and non-religious birth ceremonies, before considering the meanings, beliefs and values shown through the Sikh birth ceremony and the 5ks. They will be introduced to Guru Nanak, a founding figure of Sikhism.</p>	<p>In this unit, you will learn about the Christian holy book the Bible. You will discover what we can learn from the Bible and compare stories from other religious texts. You will learn why Christians believe the Bible is so special and who they think wrote the Bible. You will also learn Bible stories, songs and palms and as a class we will discuss what things are sacred to you.</p>	<p>In this unit pupils will: make connections between narratives about key figures and events (e.g. Moses; the giving of the Torah), and the Jewish understanding of their people's relationship with God; make connections between the re-living of key events in the history of the Jewish people, and links with repenting and being forgiven e.g. Rosh Hashanah and Yom Kippur, as well as the belief in God's on-going care and protection make connections between an awareness that there are Jewish people of many nationalities in communities around the world and a sense of shared Jewish identity (the people 'Israel') make connections between the belief in One God and the way this is reflected in the synagogue e.g. how the prohibition of</p>		

			idolatry is reflected in an absence of representations of humans make connections between the Jewish belief in a Creator God and the role assigned to humans in taking a responsibility for others and for the environment		
Key questions	How and why do we celebrate births? What values do Sikhs believe Guru Nanak had that made him special?	Why is the Bible important to Christians? What can we learn about God from the story of the Lost Sheep? What can we learn about Jesus from the story of Zaccheus? What can we learn from the story of the Prodigal Son? What can we learn from the story of the Prodigal Son?	How did Judaism start? What does Abraham teach Jews today about committing to their belief in God? Why did Jews leave the land of Abraham and the Temple there? How do Jews in the Diaspora keep their identity?	Can we remember what the five pillars of Islam are? What does the outside of a mosque look like? Why do Muslims wash before they pray? Why do Muslims wash before they pray? Why do Muslims wash before they pray?	What makes a place special? Why is Jerusalem so important to some religious believers? How is a pilgrimage different to a journey? Why do Muslims go on Hajj?
Thread	Beliefs 	Places of Worship and Holy Books 	Faith Community 	Places of Worship and Holy Books 	Similar and Different 






Year 4: RE Curriculum Map

Unit	How does the synagogue show what is important to Jews? Autumn 1	How do believers build a relationship with God?	How do different Christians show their beliefs? Spring 1	Why is the Qur'an special to Muslims? Spring 2	What happens when we die? Summer 2
Overview	In this unit pupils will: make connections between narratives about key figures (e.g. Moses; the giving of the Torah), and the Jewish understanding of their people's relationship with God; make connections between the way the Sefer Torah is treated with reverence	In this unit, pupils will learn about how believers from a range of faiths build a relationship with God both at home, and in a place of worship. Pupils will explore similarities and differences between how believers	Having learnt the key beliefs of Christianity and about Jesus (year 1 nativity, and year 2 Easter) pupils will be building on their knowledge of church buildings and features including the font (year 2 Christian belonging),	Pupils will be learning to make connections between the revelation of the Qur'an and the Prophet Muhammad (pbuh)* as the messenger of Allah e.g. the first revelation on Mount Hira; make connections between the way the Qur'an is treated with	In this unit, pupils will explain the principle beliefs, values or teachings behind relevant teachings, texts to describe and present with detail and specific vocabulary their own and others' about death and souls. Describe in detail and with the correct vocabulary a range of symbols,





	and love and the belief that it is precious because it contains God's word; make connections between Judaism and other religions in relation to, for example, teachings about loving God and a responsibility to care for others, which motivate individuals, communities and Jewish aid agencies (e.g. Tzedek, World Jewish Relief); make connections between an awareness that there are Jewish people of many nationalities in communities around the world and a sense of shared Jewish identity (the people 'Israel'); make connections between the belief in One God and the way this is reflected in the synagogue.	build a relationship with God in different faiths. Pupils will also learn vocabulary to describe people who believe in a god, people who do not believe in a god and people who are unsure about whether there is a god.	they will now investigate the features in other denominational churches. Pupils will compare these features, and appreciate the varying values these features show, to help them explain the differences and diversity between churches/denominations of Christianity in the UK.	reverence, studied and committed to memory, and the belief that it is precious because it contains the message of Allah; make connections between an awareness that there are Muslims of many nationalities, races and cultures within Britain and around the world and their unity in the ummah. Learning should involve pupils in using and interpreting a range of sources including the Qur'an, stories from the Muslim tradition.	artefacts, images and actions from different traditions, worldviews and communities, explaining how these actions and symbols show certain beliefs and values and how they may impact on the way of life of an individual or their community when dealing with death
Key question	What do Jews believe is important? Why do Jews go to Synagogue to read the Torah? What would you find in the Synagogue?	What do some people believe about God? How do some believers communicate with God in their home? How do some believers communicate with God in their place of worship?	What are some of the differences between Christians? How do churches show different Christian values and beliefs? How do Christians show their different Christian values?	Why is it important for Muslims to have their rules written in the Qur'an? How is the Qur'an different to other books? How is the Qur'an treated that shows it is special? How can the Qur'an bring Muslims closer to Allah?	Who am I? What is the soul? What happens to us when we die? What do we believe happens when we die? How do people mark death? How can we care for mourners after death?
Thread	Places of Worship and Holy Books  	Beliefs 	Faith Community 	Places of Worship and Holy Books  	Similar and Different 

Year 5: RE Curriculum Map

Unit	What did the Buddha teach about living a better life? Autumn 1	What happened to Islam in the Middle Ages? Spring	What are some of the beliefs and values of Sikhism? Spring	Pesach and Persecution What can we learn from the past? Spring 2	Summer
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Overview	<p>In this unit pupils will: Be learning about how a prince became the Buddha and his key teachings about how to deal with suffering and lead a satisfying life. They will be comparing key teachings about important values with other religious and non-religions examples, and will have the opportunity to reflect how some Buddhist values might apply to their own experience e.g. meditation.</p>	<p>In this unit, you will learn how the Islamic faith spread in the Middle Ages and how the spread of Islam influenced cultures around the world. You will learn about key individuals and achievements of the Islamic Golden Age. You will then learn what the Crusades were and link this to the beginning of the decline of the Islamic Golden Age.</p>	<p>In this unit pupils will be: Revisiting their introduction to Sikhism in year three, pupils will be building on their skills of interpreting symbolism to explain the significance of the 5 Ks for Sikhs and what they represent. They will also be using their knowledge and understanding of the Mosque and Synagogue and a variety of churches (studied in year 4) to consider how the Gurdwara demonstrates certain values and make comparisons with its features, use and significance for believers to those in other religions.</p>	<p>In this unit pupils will: make connections between narratives about key figures and events and the Jewish understanding of their people's relationship with God; make connections between the way the Sefer Torah is treated with reverence and love and the belief that it is precious because it contains God's word; make connections between Judaism and other religions; make connections between an awareness that there are Jewish people of many nationalities in communities around the world and a sense of shared Jewish identity (the people 'Israel'); make connections between the belief in One God and the way this is reflected in the synagogue e.g. the Ner Tamid, the position of the Ark and the Torah; how the prohibition of idolatry is reflected in an absence of representations of humans</p>	<p>In this unit pupils will: Describe in detail the stories, teachings, texts of the communities (local, national and global) and using the correct and specific vocabulary to explain the principle beliefs, values or teachings about women in their religion, and suggest some of the challenges and values of belonging to a community of shared faith and belief</p>
Key questions	<p>What did the Buddha teach about living a better life? How might the Four Noble Truths help people suffer less? How might meditation and a clear mind help Buddhists live a better life? What is the Eightfold Path?</p>	<p>How did Islam spread? What are some of the things that we learnt from Muslims during their 'Golden Age'? What happened in the Crusades?</p>	<p>What values and beliefs might Sikhs have? How do the 5 K's show what is important to Sikhs? What key values does the Gurdwara reflect?</p>	<p>What do Jews remember at Pesach (Passover)? Was the persecution in the Holocaust like the persecution in Ancient Egypt? Was the persecution in the Holocaust like the persecution in Ancient Egypt? What else can we learn from religions and worldviews about how to treat others?</p>	<p>What do some people believe about women? How may some women have changed people's values and beliefs? Why do some Muslim women dress differently?</p>
Thread	<p>Beliefs</p> 	<p>Faith Community</p> 	<p>Beliefs</p> 	<p>Faith Community</p> 	<p>Similar and Different</p> 

Year 6: RE Curriculum Map

Unit	What do Jews believe are their responsibilities to God? Autumn 1	How does being in a community help Buddhists to follow the Buddha's teaching? Autumn 2	Humanism What is Humanism and what do Humanists believe?	Atheism and Agnosticism What does it mean to be atheist? What does it mean to be agnostic?	How did the world begin? Summer
Overview	In this unit pupils will: Revise Jewish beliefs about God, creation and how these are reflected in Shabbat celebrations. They will compare Jewish beliefs about God learnt previously with those in Islam before considering the importance of charity in religion.		In this unit, pupils will learn that Humanism differs from other major religions. Pupils will understand how Humanism is a non-religious, non-theistic way of living. Pupils will also explore the beliefs, values and practices of Humanists and the similarities and differences it has with the faiths they have learned about.		In this unit pupils will: describe in detail the stories, teachings, texts of the communities (local, national and global) and use the correct and specific vocabulary to explain the principle beliefs, values or teachings about how the world began, including Genesis and other creation stories. Compare these stories with the design theories of Newton and Paley and with their own and others' beliefs, and consider the place of human suffering in context of these.
Key questions	What does the Shema teach Jews about their responsibility to God? What do Jews believe about their responsibilities for God's creation? Why is doing good deeds (Mitzvot) part of being a good Jew?	Who was the Buddha and what did he teach? How might visiting a shrine help Buddhists? What is the Sangha?	What is Humanism? What do Humanists believe? What are some Humanist values? What are some Humanist practices?		How do some people believe the world started? Can we prove that the world has a Creator? What is our relationship to the animals and the world we live in? Was the world created with suffering in it?
Thread	Beliefs 	Faith Community 	Beliefs 	Beliefs 	Similar and Different 