



Archbishop Cranmer C of E Primary Academy

Religious Education Curriculum



Curriculum Expectations:

Level Expected at the End of EYFS	Key Stage 1 Curriculum Expectations	Key Stage 2 Curriculum Expectations
<p>We have selected the Early Learning Goals that link most closely to the RE National Curriculum to ensure progression of skills:</p> <p>Understanding the World – People, Culture and Communities:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> Explore and respond to a range of religious and non-religious worldviews, using simple vocabulary. Recognise and name key beliefs, symbols and practices. Recall some stories and teachings from religious traditions and beliefs. Talk about what is important to themselves and others. Begin to express their own ideas and ask questions about what they learn. Explore festivals, places of worship and how people express their beliefs in daily life. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Describe and explain a range of beliefs, expressions and practices, recognising diversity within and between religions and worldviews. Identify the impact of beliefs on individuals, communities and societies. Make links between beliefs, values and commitments and their own lives. Use subject-specific vocabulary and ask questions about meaning, purpose and truth. Reflect on and articulate their own responses to big questions. Consider different viewpoints respectfully, recognising the complexity and diversity of religious life.

At Archbishop Cranmer, we have developed a progression of skills document that breaks down the expectations of the Nottinghamshire Agreed Syllabus and the NATRE (RE Today) scheme of work into a clear series of statements for each year group and framework. These progression steps support effective planning and teaching, ensuring that children build on key knowledge and skills year on year and are well-prepared to meet the expectations outlined in the locally agreed syllabus.

‘Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.’

Intent

At Archbishop Cranmer, Religious Education aims to develop children's understanding of the world's religions and cultures. Our goal is to provide rich, meaningful and memorable experiences in RE that help pupils explore beliefs and worldviews in a thoughtful and respectful way.

Using the NATRE (RE Today) scheme of work, which is fully aligned with the Nottinghamshire Agreed Syllabus and Understanding Christianity, we follow an enquiry-based approach that promotes curiosity, reflection and empathy. Through this, children gain a growing awareness of how religion and belief shape people's lives and identities, and how these can offer answers to the deeper questions of human experience. This approach builds pupils' religious literacy, helping them to understand key beliefs, practices and concepts within and across religions and worldviews.

As a Church of England school, our curriculum retains a strong theological foundation. Where appropriate, the NATRE materials incorporate links to Understanding Christianity, supporting children in engaging with biblical texts and theological ideas as part of their learning about Christianity.

Our aims and objectives are for children:

- To know about and understand Christianity as a diverse, global, living faith, including key beliefs, practices and their significance.
- To gain knowledge and understanding of a range of religions and worldviews, appreciating both diversity and continuity within them.
- To engage with challenging questions of meaning and purpose raised by human experience.
- To recognise the concept of religion and its continuing influence on British cultural heritage and on lives today in different times, places and cultures.
- To explore their own religious, spiritual and philosophical beliefs, values and ways of living.

Implementation

Our RE curriculum is shaped by the Nottinghamshire Agreed Syllabus and delivered through the NATRE (RE Today) scheme of work, which provides a coherent and progressive structure across all key stages.

- The NATRE scheme supports teaching through enquiry-based units that address key questions across a range of religions and worldviews. These units develop pupils' ability to think theologically and philosophically, interpret religious and non-religious beliefs, and make connections with their own lives and experiences.
- The scheme ensures progression by revisiting key concepts over time and deepening pupils' understanding as they move through school. Lessons include opportunities to investigate religious texts and stories, examine practices and festivals, consider ethical issues, and reflect on personal beliefs and values.
- While Understanding Christianity is no longer taught as a standalone resource, links within the NATRE scheme provide continuity in theological exploration where relevant. This supports our Christian distinctiveness while enabling pupils to explore Christianity alongside other world faiths and worldviews.

We further enrich our RE provision through visits to places of worship, visitors from different faith communities, and themed weeks or events that celebrate diversity and shared values.

Impact

Religious Education at Archbishop Cranmer is monitored regularly through book looks, pupil voice, planning scrutiny and lesson visits. These activities ensure high-quality teaching and a clear progression of skills and understanding throughout the school.

RE is treated as a rigorous academic subject. Children's knowledge and understanding are assessed at the end of each unit through varied outcomes, including written work, discussion and creative responses. These assessments inform future planning and ensure that pupils are making meaningful progress in both their knowledge and personal reflection.



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Foundation Stage	Unit 1 Why is the word God so important to Christians? CREATION/GOD Christianity	Unit 2 Why do Christians perform nativity plays at Christmas? (Why is Christmas special for Christians?) INCARNATION Christianity	Unit 3 Being special: where do we belong? THEMEATIC Christianity Hindu Dharma Islam	Unit 4: Why do Christians put a cross on their Easter Garden? (Why is Easter special to Christians?) SALVATION Christianity	Unit 5 Which places are special and why? THEMATIC Islam Christianity Spirited Arts	Unit 6 Which stories are special and why? THEMEATIC Christianity Judaism Islam
Year 1	Unit 7: Who do Christians say made the world? CREATION Christianity	Unit 8: Why does Christmas matter to Christians? INCARNATION Christianity	Unit 9: Who is Jewish and how do they live? GOD TORAH GOD'S PEOPLE Judaism	Unit 10: What do Christians believe God is like? GOD Christianity	Unit 11: What does it mean to belong to a Faith community? THEMEATIC Christianity Judaism Spirited Arts	Unit 12: How should we care for the world and for others and why does it matter? THEMEATIC Christianity Judaism
Year 2	Unit 13 What is the good news Christians believe Jesus brings? GOSPEL Christianity	Unit 14 What is the good news Christians believe Jesus brings? GOSPEL Christianity	Unit 15 Who is a Muslim and how do they live? (Pt 1) GOD TAWHID IBAHAH Islam	Unit 16 Why does Easter matter to Christians? SALVATION Christianity	Unit 17 Who is a Muslim and how do they live? (Pt 2) GOD TAWHID IBAHAH Islam Spirited Arts	Unit 18 What makes some places special to believers? THEMATIC Christianity, Islam, Judaism
Year 3	Unit 19 what is it like for someone to follow God? PEOPLE OF GOD	Unit 20 What is the Trinity and why is it important for Christians? INCARNATION/ GOD	Unit 21 How do festivals and worship show what matters to a Muslim? ISLAM	Unit 22 How do festivals and family life show what matters to Jewish people? (Judaism)	Unit 23 What do Christians learn from the creations tory> (Creation/Fall) Spirited Arts	Unit 24 How and why do people try to make the world a better place? (Thematic)
Year 4	Unit 25 What kind of world did Jesus want? GOSPEL	Unit 26 For Christians, when Jesus left; what was the impact of Pentecost?	Unit 27 What do Hindus believe God is like? Hindu	Unit 28 Why do Christians call the day that Jesus died 'Good Friday'?	Unit 29 What does it mean to be a Hindu in Britain today? Hindu Spirited Arts	Unit 30 How and why do people mark the significant events of life?

		KINGDOM OF GOD		SALVATION		THEMEATIC
Year 5	Unit 31 What does it mean if Christians believe God is Holy and loving? GOD	Unit 32 What does it mean to be a Muslim in Britain today? Islam	Unit 33 Why is the Torah so important to Jewish people? Judaism	Unit 34 Creation and science, conflicting or complimentary? CREATION/ FALL	Unit 35 How can following God bring freedom and justice? PEOPLE OF GOD Spirited Arts	Unit 36 What matters most to Humanists and Christians? THEMATIC
Year 6	<i>Unit 37 Christians and how to live: what would Jesus do? GOSPEL</i>	<i>Unit 38 Why do Christians believe that Jesus was the Messiah? INCARNATION</i>	<i>Unit 39 Why do Hindus want to be good? Hindus</i>	<i>Unit 40 What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) SALVATION</i>	<i>Unit 41 For Christians, what kind of king is Jesus? KINGDOM OF GOD Spirited Arts</i>	<i>Unit 42 Why do some people believe in God and some not? How does faith help people when life gets hard? THEMATIC</i>

*Shaded grey shows links to Understanding Christianity



	God	Creation/Fall	People of God	Incarnation	Gospel	Salvation	Kingdom of God
Foundation Stage	Introduction to some key beliefs for Christians such as creation, stewardship and God.			Build on their understanding of some key beliefs for Christians and learn the key events from, and beliefs linked to the Christmas story. Begin to understand that some stories change over time and that it is important do believers to return to and study the original text.		Further develop their understanding of some key beliefs for Christians by finding out about the key events in the Salvation story (from Palm Sunday until Easter day). They will build on their exploration of signs and symbols by exploring signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers.	
Year 1	Explore key parables and stories from the bible that help Christians learn about the nature of God.	Begin to understand that some Christians believe different things about creation. Link this with Christian concept of stewardship.		Build on personal knowledge and find out about how Christmas is celebrated today considering which traditions are secular and which are religious.			

Year 2					<p>Learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Learn about how many Christians try to follow the example and teachings of Jesus.</p>	<p>Explore the concepts of God, Incarnation, Gospel and Salvation through learning about Holy Week. Pupils will learn about how many Christians show their beliefs within celebrations and worship in church at Easter and will consider what the story of Easter means for Christians today.</p>	
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<p style="text-align: center;">Year 3</p>	<p>Pupils build on their understanding of the significance of Jesus and God to Christians by exploring what the Trinity is.</p>	<p>Pupils build on their knowledge of the 'Big Story' of the Bible and learn about the concept of People of God within the 'Big Story'.</p> <p>Pupils will spend time looking at several texts that share stories about People of God from the Old Testament in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books.</p> <p>Focus on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible.</p> <p>Pupils build on work done in KS1 on creation and explore key messages within it for many Christians.</p>		<p>Pupils build on their understanding of the significance of Jesus and God to Christians by exploring what the Trinity is.</p>			
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Year 4					<p>Pupils will build on the work from KS1 about the concept of 'Gospel' which focuses on the 'Good News' which Christians believe Jesus brings and tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how many Christians today try to follow Jesus.</p>	<p>Pupils build on prior knowledge from KS1 and learn about how the Christian Salvation story fits into the big story of the Bible. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.</p>	<p>Pupils will build on their understanding of the Easter story from KS1 and find out about the events of Pentecost found in the Bible, considering what it might have meant for the first Christians and what they mean for many Christians today.</p>
Year 5	<p>Pupils will learn about what many Christians believe God is like, exploring key texts from the Bible, using ways of knowing what theologians use. Pupils will link their learning in this topic to concepts studied in KS1 and LKS2 to suggest why Christians believe that God is forgiving and loving.</p>	<p>Pupils will build on what they have previously learnt about the importance of creation within the 'Big Story' of the Bible for Christians. They will study Genesis 1 and find out about how different Christians may interpret this text in different ways and explore whether it is conflicting or complementary with what science says.</p>	<p>Pupils will find out about the story of Exodus, make clear connections between Bible texts studied and what many Christians believe about how God can help during difficult times and how they should behave. Pupils will investigate the ten commandments, considering why many Christians believe the People of God were given to these and what they mean for believers today.</p>				

Year 6				<p>Pupils will build on work done in LSK2 on the Trinity and learn about the concept of Incarnation. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition.</p>	<p>Pupils will build on work done in LSK2 and learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels and spend time discussing how Christian communities today act and how this is based on Jesus' teachings.</p>	<p>Pupils will continue to study the 'big story' of the Bible, explaining the place of incarnation and salvation. Through studying accounts of Jesus' death and resurrection, and comparing their thoughts with the different ways that Christians may interpret these texts. They will explore how Christians put their beliefs into practice in different ways.</p>	<p>Pupils will build on work done in LKS2 on Pentecost and find out about parables and how most Christians believe that they explain what the Kingdom of God is like. Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community.</p>
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	Judaism	Christianity	Islam	Hindu Dharma	Non-Religious World Views
Foundation Stage		Build on learning about Muslims and Christians and focus on special places. Pupils develop their personal knowledge, reflecting upon places that are special in their own lives and find out about places that all holy and important for many Christians and Muslims.			
		Develop their personal knowledge by reflecting upon the things that are special to many Christians, Hindus and Muslims and why they value these things. The children will learn about key religious symbols for Christians, Muslims and Hindus. The children will also find out about the welcoming ceremonies that many Muslims and Christians have for a new baby. And how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandan.			
	Further, develop their personal knowledge by considering the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer.				
Year 1	Learn about ways of life, the Torah and key celebrations for Jewish people,				
	Focus on what it means to belong to a faith community. Revisit ways of life for Christian and Jewish people, considering how members of these communities show they belong. Build on what they know about key texts and practices important to Christian and Jewish people. Revise knowledge of Genesis 1 and what this account of creation tells Christian and Jewish people about caring for the world, and think carefully about different ways in which they might care for people in the world.				
Year 2			Find out about Islam, key beliefs and ways of living for many Muslims. Learn some of the key Muslim beliefs about God, the teachings of the Prophet, the 5 pillars of Islam and the importance of prayer.		

	<p>Find out about various places of worship and why they are important to many believers. They will build on prior learning about Christians, Muslims and special places.</p> <p>Pupils will focus on the key features of churches, mosques and synagogues and how they support their local communities in practical ways.</p>				
<p style="text-align: center;">Year 3</p>	<p>Pupils will build on their knowledge about Jewish ways of life, Torah and festivals from KS1. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.</p>		<p>Pupils build on work in KS1 on how many Muslims live their lives by identifying some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam.</p>		
	<p>Pupils will build on what they know already about Jewish, Christian, Muslim, and non-religious worldviews. They will consider what motivates many Christians, Jews, Muslims and people with non-religious worldviews to care for the world, basing their knowledge on scripture and teachings.</p>				

Year 4				<p>Pupils are introduced to Hindu Dharma, exploring how Hindus might see the world. They look at the concept of Brahman and use some stories, examine some Hindu texts and consider how deities exemplify Brahman. Pupils will build on their understanding of Brahman and look at lived reality through examining Puja at home, worship at the Mandir and the festival of Diwali. Pupils will reflect on the idea of dharma which will sow seeds for examining this concept in more depth in UKS2.</p>	
	<p>Pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people.</p>				
Year 5	<p>Pupils will build on their learning about Jewish ways of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews.</p>	<p>Pupils will think carefully about actions, sources of authority, values, religious and non-religious worldviews. They will make links with sources of authority that tell people how to be good and explore similarities between Christian and Humanist ideas about being good and how people live.</p>	<p>Pupils extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an and find out about Muslim sources of authority and how they guide daily living for believers. Pupils will also spend time finding out about the lived experience of Muslims in Britain today.</p>		<p>Pupils will think carefully about actions, sources of authority, values, religious and non-religious worldviews. They will make links with sources of authority that tell people how to be good and explore similarities between Christian and Humanist ideas about being good and how people live.</p>

Year 6				<p>Pupils will build on their learning about Hindu worldview and way of life. They will build on their understanding of dharma, investigate key concepts or Karma, Dharma and samsara and how these might affect how a Hindu chooses to live their life using the example of two charities.</p>	<p>Pupils will build on their understanding of the idea of God from some of the systematic units previously studied (Unit 30, 34, 36). They will put this in context of both global and local beliefs and examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.</p>
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