



Religious Education Intent

Living and learning with faith, friendship and fun

Our inclusive school is a place of creative learning where all talents are developed, celebrated and enjoyed. We nurture all to be curious, passionate and resilient lifelong learners. As a community, we listen to, forgive and love one another so all can be confident in who they are. Inspired by Jesus we walk beside each individual in our family by understanding and responding to their unique needs. We have hope in all our children that they grow to be open, compassionate people of the world who stand up for what is right.

Compassion Friendship Forgiveness Resilience Hope



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Intent

We intend to deliver high-quality teaching and learning opportunities that inspire all children to develop their religious literacy, being able to hold a balanced and informed conversation about religion and beliefs. Lessons are planned and delivered in a variety of ways to ensure that all children can access the learning. We aim to support pupils in developing their understanding of Christianity and other principal worldviews, as a contribution to their understanding of the world and their own experience within it.

We encourage learners to consider the ways in which a person's beliefs influence their behaviour and practices and apply these insights to their own lives and communities. Children are encouraged to explore questions from the study of all worldviews and share their own ideas, experiences and beliefs so as to promote their personal, spiritual, moral, social and cultural development.

Implementation

We have implemented a spiral curriculum using the Understanding Christianity materials, allowing children to revisit the Christian concepts of Creation, Incarnation, Salvation, God, Gospel, People of God and Kingdom of God throughout their time at school. The children also learn about Islam and Judaism in both KS1 and KS2, revisiting and building on their previous knowledge. Hinduism and Sikhism are also taught in KS2 as an introduction for further study in KS3. We have begun to embed different worldview teachings into our curriculum such as Humanism. This follows the guidance from the Diocese of Canterbury long term planning.

The teaching of RE is supported by our local church community, with visits to the church, visitors in school, and wider experiences, such as visiting Canterbury Cathedral.

Religious Education is taught on a weekly basis. Each unit has a key question and teachers develop their own learning questions based on the unit guidance provided by the Understanding Christianity scheme of work or the Diocese of Canterbury, allowing links with other subjects where appropriate. To develop deeper thinking, we have embedded the golden thread disciplines into our teaching to encourage our pupils to relate their learning to their own lives, and share their understanding of different worldviews. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions.

Impact

When children leave Charing CE Primary School, they will have been given the opportunity to widen their knowledge and understanding of, and their ability to respond to, Christianity and other principal world religions and worldviews, consider the influence of faith and belief on individuals, societies, communities and cultures; and develop skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these and other religious, moral and social issues.

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RE Curriculum 2025-26

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	CREATION Why is the word 'God' so important to Christians?	OLD TESTAMENT STORIES Which stories are special and why? INCARNATION Why do Christians perform Nativity plays at Christmas?	NEW TESTAMENT STORIES Which stories are special and why?	SALVATION Why do Christians put a cross in an Easter Garden?	WORLD FAITH STORIES Which stories are special and why?	WORLD FAITH STORIES Which stories are special and why?
Year 1	GOD What do Christians believe that God is like? CORE/DIGGING DEEPER	INCARNATION Why does Christmas matter to Christians? CORE	GOSPEL What is the good news that Jesus brings? CORE/DIGGING DEEPER	SALVATION Why does Easter matter to Christians? CORE	JUDAISM Who is Jewish and what do they believe? (Part 1)	ISLAM Who is a Muslim and what do they believe? (Part 1)
Year 2	CREATION Who made the world? CORE/DIGGING DEEPER	UNIVERSAL How should we care for others and the world and why does it matter? INCARNATION Why does Christmas matter to Christians? DIGGING DEEPER	HUMANISM Who are Humanists and how do they live?	SALVATION Why does Easter matter to Christians? DIGGING DEEPER	JUDAISM Who is Jewish and what do they believe? (Part 2)	ISLAM Who is a Muslim and what do they believe? (Part 2)
Year 3	PEOPLE OF GOD What is it like to follow God? CORE/DIGGING DEEPER	INCARNATION What is the Trinity? CORE	SIKHI What is important to Sikh people?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? CORE	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost? CORE/DIGGING DEEPER	HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 1)
Year 4	CREATION What do Christians learn from the Creation story? CORE/DIGGING DEEPER	INCARNATION What is the Trinity? DIGGING DEEPER	HUMANISM Who are Humanists and what do they value?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? DIGGING DEEPER	GOSPEL What kind of world did Jesus want? CORE/DIGGING DEEPER	HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 1 & 2)
Year 5	GOD What does it mean if God is loving and holy? CORE/DIGGING DEEPER	INCARNATION Was Jesus the Messiah? CORE/DIGGING DEEPER	PEOPLE OF GOD How can following God bring freedom and justice? CORE/DIGGING DEEPER	SALVATION What did Jesus do to save human beings? CORE/DIGGING DEEPER	JUDAISM What does it mean to be Jewish in Britain today?	ISLAM What does it mean to be a Muslim in Britain today? (Part 1)
Year 6	CREATION Creation and science: conflicting or complementary? CORE/DIGGING DEEPER	GOSPEL What would Jesus do? CORE/DIGGING DEEPER INCARNATION Was Jesus the Messiah?	HUMANISM What does it mean to be a Humanist in Britain today?	KINGDOM OF GOD What kind of king is Jesus? CORE/DIGGING DEEPER	UNIVERSAL What can be done to reduce racism? Can religion help?	ISLAM What does it mean to be a Muslim in Britain today? (Part 2)