



Curriculum Intent for RE

Vision:

Building a Hopeful Future through Kindness, Learning and Trust

At Kirkby la Thorpe, we strive to ensure that each person is empowered to flourish and contribute positively to society. We seek to equip our pupils with the knowledge, skills and qualities necessary to navigate the complexities of our world, rooting this in Christian love.

We are inspired by the life of St Thomas in all that we do so that we can:

- **Be Positive and Active Citizens:** "Let your light shine before others, that they may see your good deeds and glorify your Father in heaven." (Matthew 5:16) We strive for our pupils to communicate clearly, embracing tolerance and respect for the diverse beliefs and aspirations of others.
- **Be Curious and Independent Members of Society:** "Ask and it will be given to you; seek and you will find; knock and the door will be opened to you." (Matthew 7:7) We encourage curiosity and a thirst for knowledge, instilling a longing for justice and an empathy for those in need.
- **Have Confidence and Perseverance:** "For God gave us a spirit not of fear but of power and love and self-control." (2 Timothy 1:7) We empower everyone to embrace challenges with confidence and perseverance, striving to achieve their full potential in all aspects of life.
- **Have the Courage to Respectfully Challenge:** "Instead, speaking the truth in love, we will grow to become in every respect the mature body of him who is the head, that is, Christ." (Ephesians 4:15) We foster an environment where respectful dialogue and critical thinking are encouraged, empowering pupils to voice their opinions with courage and integrity.
- **Know their heritage:** "Remember the days of old; consider the generations long past. Ask your father and he will tell you, your elders, and they will explain to you." (Deuteronomy 32:7) We cultivate an appreciation for both local and national heritage, helping pupils understand their roots and identity within the broader context of history.

Kindness

- Encouraging pupils to listen respectfully to the beliefs, experiences and viewpoints of others, even when they differ from their own.
- Using Bible stories and teachings of Jesus to explore compassion, forgiveness and empathy, and applying these values to everyday school life.
- Providing opportunities for pupils to reflect on injustice and suffering, inspiring acts of service, charity and care for others locally and globally.
- Creating a safe, inclusive classroom where pupils feel valued, supported and confident to share their thoughts without fear of judgement.

Learning

- Developing pupils' knowledge and understanding of Christianity and other world religions, helping them recognise both similarities and differences.
- Encouraging curiosity through thoughtful questioning, enquiry-based learning and exploration of big theological and moral questions.
- Supporting pupils to think critically about beliefs, values and ethical issues, making connections between faith, history and modern life.
- Enabling pupils to reflect on their own beliefs and values, deepening self-awareness and understanding of others.

Trust

- Building trusting relationships where pupils feel confident to ask questions, express uncertainty and explore faith openly and honestly.
- Teaching pupils to handle religious texts and beliefs with care, accuracy and respect, recognising their significance to believers.
- Encouraging open, respectful dialogue where differing viewpoints are discussed thoughtfully and disagreements are handled with integrity.
- Modelling Christian values of honesty, fairness and love, helping pupils develop trust in one another and in the learning process.

Intent	Implementation	Impact
<p>We intend that our RE curriculum will ensure that:</p> <p>At Kirkby la Thorpe, our Religious Education curriculum is rooted in Christian love and inspired by the life of St Thomas. We intend to equip pupils with the knowledge, skills and qualities needed to flourish as confident, reflective and compassionate members of society. Through a progressive and enquiry-led curriculum,</p>	<p>Curriculum Content</p> <p>We use the Lincolnshire Diocesan Board of Education (LDBE) Religious Education curriculum which is delivered through a carefully sequenced curriculum from EYFS to Year 6, structured around key questions that promote curiosity, reflection and respectful challenge. Units build progressively, deepening pupils' understanding of belief, practice, identity, community and moral responsibility across Christianity, Islam, Hinduism and non-religious worldviews. Teaching incorporates discussion, storytelling, enquiry, reflection, creative expression and real-life case studies, enabling pupils to communicate clearly and think critically. Pupils are encouraged to listen respectfully, ask thoughtful questions and make connections between religious beliefs and lived</p>	<p>By the time pupils leave Kirkby la Thorpe at the end of Y6, pupils will:</p> <p>Have developed a secure and progressive understanding of Christianity and other world religions, alongside a growing awareness of their own beliefs and values.</p>

<p>pupils explore Christianity alongside other principal world religions and non-religious worldviews, developing curiosity, respect and empathy. Our RE curriculum encourages pupils to ask meaningful questions, understand their heritage, reflect on belief and practice, and engage thoughtfully with the diversity and complexity of the world, enabling them to become positive and active citizens who let their light shine.</p>	<p>experience. Learning is inclusive and adapted to meet the needs of all pupils, ensuring a safe and supportive environment where every voice is valued.</p>	<p>They will demonstrate kindness through respectful dialogue, empathy and appreciation of difference.</p> <p>Pupils will have become confident, reflective learners who can articulate ideas clearly, ask meaningful questions and engage thoughtfully with ethical and spiritual issues.</p> <p>They will show perseverance in tackling complex concepts and the courage to respectfully challenge ideas, grounded in truth and love.</p> <p>Ultimately, pupils will leave Kirkby la Thorpe with a strong sense of identity, an understanding of heritage, and the confidence to contribute positively and responsibly to society</p>
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Research links

General CPD and Support

[RE:Online](#)

[RE Hubs](#)

[Culham St Gabriel's Trust Short Courses](#) (free to access)

[BBC Teach Religious Education](#) (Primary)

RE Curriculum and the Religion and Worldviews Approach

[Ofsted RE research review](#) (2021)

[Ofsted RE subject report](#) (2024)

[National Content Standard for RE](#) (2023)

[Church of England Statement of Entitlement for RE](#) (2019)

[Religion and Worldviews Approach Toolkit](#) (2024)

David Lewin's [Framework for Curricular Production](#) (2023)

[Introducing Religion and Worldviews](#) (University of Nottingham)

[Religion, Belief and Worldviews Hub](#) (Open University)

Substantive Knowledge

[Buddhist worldview traditions](#) (RE:Online)

[Christian worldview traditions](#) (RE:Online)

[Hindu worldview traditions](#) (RE:Online)

[Humanist worldview traditions](#) (RE:Online)

[Jewish worldview traditions](#) (RE:Online)

[Muslim worldview traditions](#) (RE:Online)

[Sikhi worldview traditions](#) (RE:Online)

[Contextualising the diversity of worldview traditions](#) (RE:Online)

Disciplinary Knowledge

Theology

[The Visual Commentary on Scripture](#)

[Writing Like a Theologian](#) (Joe Kinnaird)

[Cambridge in Your Classroom](#)

[Teachers and Texts](#)

[Bible Gateway](#)

[The Qur'an](#)

[The Hadith](#)

[Tanakh](#)

Human / Social Sciences

Buddhist Worldviews

[Buddhism for Schools](#)

[A Brief History of Buddhist Temples in England](#)

Christian Worldviews

Gordon-Conwell Theological Seminary, [The World as 100 Christians](#) (2020)

Gordon-Conwell Theological Seminary, [Evolution of Global Christianity](#) (2020)

Gordon-Conwell Theological Seminary, [Status of Global Christianity](#) (2025)

Pew Research Center, [Global Christianity](#) (2011)

Faith Survey, [Christianity in the UK](#) (2016)

[British Religion in Numbers](#)

[Empowering Voices, Exploring Worldviews](#)

Hindu Dharma Worldviews

[The Survey of Hindu Youth: 2001](#)

[Heart of Hinduism \(ISKCON\)](#)

[Empowering Voices, Exploring Worldviews](#)

Humanist Worldviews

[Understanding Humanism](#)

[Humanist Heritage](#)

[The Nones: who are they and what do they believe? \(Theos\)](#)

[Empowering Voices, Exploring Worldviews](#)

Jewish Worldviews

[Inclusive Judaism \(The Jewish Museum\)](#)

[Jews in the UK Today \(Institute for Jewish Policy Research\)](#)

[Empowering Voices, Exploring Worldviews](#)

Muslim Worldviews

[Everyday Muslim](#)

[Bayt al Fann](#)

[Empowering Voices, Exploring Worldviews](#)

Sikhi Worldviews

[British Sikh Report](#)

[Empowering Voices, Exploring Worldviews](#)

Philosophy

[Philosophy in KS2 \(John Semmens\)](#)

[Thunks](#)

[Cambridge in Your Classroom](#)

[The Philosophy Foundation](#)

[Philosophy4Children](#)

[Royal Institute of Philosophy YouTube Playlist](#)

[BBC Ideas](#)

[Open University 60-Second Adventures in Thought](#)

Personal Knowledge

Nikki McGee, [Some Reflections on Personal Knowledge in RE](#)

Dawn Cox, [Personal Knowledge in Action in RE](#)

Martha Shaw and Katie Gooch (2023), [What Do We Really Mean by Personal Knowledge?](#)

Bella Saunders, [Teaching Personal Knowledge: Why We Must Help Learners Navigate their \(Changing\) Positionality in the Classroom](#)

Assessment and RE

[Education Endowment Foundation - Assessing and Monitoring Pupil Progress](#)

[Impact issue 12 \(Summer 2021\)](#)

[Assessing Pupil Progress in RE \(Lincoln Diocesan Board of Education Guidance\)](#)

[Assessing RE \(RE:Online\)](#)