

KS3 Year 7	AUTUMN TERM	SPRING TERM	SUMMER TERM
KEY QUESTION	<ul style="list-style-type: none"> • What has RE to do with me? • Is Death the End and Does it Matter? 	<ul style="list-style-type: none"> • What is good or challenging about being a teenage Buddhist in Britain today? 	<ul style="list-style-type: none"> • Should religious buildings be sold to feed the starving?
STRAND	EXPRESSING /BELIEVING	LIVING	EXPRESSING
AIMS	<ul style="list-style-type: none"> • To know and understand the purpose of RE at Cranbrook • To explore, explain and interpret a range of beliefs regarding the ultimate question about life after death 	<ul style="list-style-type: none"> • To explore community living, the needs and challenges of being a Buddhist in a diverse society. 	<ul style="list-style-type: none"> • To explore the purpose of worship, to consider the place of charitable action as a form of worship. • To explore the spiritual sustenance found in e.g Cathedrals. • To explore the issue of financial upkeep and to consider the value of this spending.
SKILLS	RS Skills: Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating	RS Skills: Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating	RS Skills: Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating

ATTITUDE	RS Attitudes: Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry	RS Attitudes: Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry	RS Attitudes: Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry
RELIGIONS	Christianity, Hinduism, Buddhism, non religious world views,	Buddhism/Christianity	Christianity and Sikhism
ASSESSMENT	End of unit	End of unit	End of unit

KS3 Year 8	AUTUMN TERM	SPRING TERM	SUMMER TERM
KEY QUESTION	<ul style="list-style-type: none"> • Should Happiness be the Purpose of Life? 	<ul style="list-style-type: none"> • What is so radical about Jesus? 	<ul style="list-style-type: none"> • How can people express the spiritual through the arts?
STRAND	Living	Believing	Expressing
AIMS	<ul style="list-style-type: none"> • To explain, compare, consider a variety of religious and non religious worldviews of how to achieve happiness. • To weigh up the value of action in contributing to happiness • 	<ul style="list-style-type: none"> • To express insight into the question how radical was Jesus • Offer an overview of how Jesus' radical message should affect Christian today 	<ul style="list-style-type: none"> • To explore and explain the impact of music and art in helping people express ideas beyond words
SKILLS	RS Skills: Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating	RS Skills: Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating	RS Skills: Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating

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RELIGIONS	Christianity, Buddhism, Non Religious	Christianity	Christianity, Islam, Sikhism, Judaism, Buddhism
ASSESSMENT	End of unit	End of unit	End of unit Spirited Arts Competition

KS3 Year 9	AUTUMN TERM	SPRING TERM	SUMMER TERM
KEY QUESTION	<ul style="list-style-type: none"> • Why is there suffering and are there any good solutions? 	<ul style="list-style-type: none"> • Does religion help people to be good? 	<ul style="list-style-type: none"> • Is religion a power for peace or a cause of conflict in the world today? •
STRAND	BELIEVING	LIVING	LIVING
AIMS	<ul style="list-style-type: none"> • To evaluate the idea that suffering/evil is a natural human state • To explore theological, philosophical, psychological reasons for the presence of suffering/evil in the world 	<ul style="list-style-type: none"> • To analyse examples of religious and non religious sources of moral guidance 	<ul style="list-style-type: none"> • To express coherent insight into the reasons why religion can be seen as a cause of both peace and conflict in the world • To offer well informed personal response to the role of conflict in the human condition- aberration or necessary evil • To consider and evaluate views of religion in relation to peace and conflict

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RELIGIONS	Christianity, Buddhism, non religious worldviews	Christianity, Islam, non religious world views	Christianity, Islam, non religious world views
ASSESSMENT	End of unit	End of unit	End of unit

KS4 – Non - option groups	AUTUMN TERM	SPRING TERM	SUMMER TERM
	No provision is made	No provision is made	No provision is made
STRAND			
AIMS			
SKILLS			
ATTITUDE			
RELIGIONS			
ASSESSMENT			

KS4 Option groups Yr 10 2019-2020 GCSE AQA Syllabus A	AUTUMN TERM	SPRING TERM	SUMMER TERM
Section	<ul style="list-style-type: none"> • Religion, peace and conflict - D • Christian practices • Islamic belief 	<ul style="list-style-type: none"> • Religion, crime and punishment -E • Islamic practices • Christian belief 	<ul style="list-style-type: none"> • Religion and life – B • Religion, relationships and families - A
AIMS	<p>Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs. <p>•: Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>	<p>Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs. <p>•: Analyse and evaluate aspects of religion and belief, including their significance and Influence</p>	<p>Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs. <p>•: Analyse and evaluate aspects of religion and belief, including their significance and influence</p>

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RELIGIONS	Christianity, Islam non religious worldviews	Christianity, Islam, non religious world views	Christianity, Islam, non religious world views
ASSESSMENT	End of section	End of section	End of section

KS4 Option groups YR 11 2019-2020 GCSE AQA Syllabus A	AUTUMN TERM	SPRING TERM	SUMMER TERM
Section	<ul style="list-style-type: none"> • Religion and life – B cont • Religion, relationships and families - A cont • The existence of God and Revelation – C • Religion Crime and Punishment E 	<ul style="list-style-type: none"> • Religion, human rights and social justice – F • Revision 	<ul style="list-style-type: none"> • Examinations
AIMS	<p>Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs. <p>•: Analyse and evaluate aspects of religion and belief, including their significance and influence</p>	<p>Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs. <p>•: Analyse and evaluate aspects of religion and belief, including their significance and influence</p>	<p>Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs. <p>•: Analyse and evaluate aspects of religion and belief, including their significance and Influence</p>

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ASSESSMENT	End of section	End of section	End of section

KS5 – Non - option groups	AUTUMN TERM	SPRING TERM	SUMMER TERM
	No provision is made	No provision is made	No provision is made
STRAND			
AIMS			
SKILLS			
ATTITUDE			
RELIGIONS			
ASSESSMENT			

KS5 – yr 12 A level Religious Studies – OCR	AUTUMN TERM	SPRING TERM	SUMMER TERM
	<p>Philosophy of Religion</p> <ul style="list-style-type: none"> • Ancient philosophical influences • Soul, mind and body • Arguments based on observation <p>Religion and Ethics</p> <ul style="list-style-type: none"> • Natural Law • Situation Ethics • Kantian Ethics 	<p>Philosophy of Religion</p> <ul style="list-style-type: none"> • Arguments based on reason • Religious experience • The problem of evil <p>Religion and Ethics</p> <ul style="list-style-type: none"> • Utilitarianism • Business Ethics 	<p>Religion and Ethics</p> <ul style="list-style-type: none"> • Euthanasia <p>Developments in Christian Thought</p> <ul style="list-style-type: none"> • Augustine on human nature • Death and the afterlife • Knowledge of God's existence • The Person of Jesus • Christian Moral Principles • Christian Moral Action
AIMS	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of religion and belief) and • Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study 	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of religion and belief) and • Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study 	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of religion and belief) and • Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study

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RELIGIONS	Christianity and non religious worldviews	Christianity and non religious worldviews	Christianity and non religious worldviews
ASSESSMENT	End of each section	End of each section	End of each section

KS5 – yr 13 A level Religious Studies – OCR	AUTUMN TERM	SPRING TERM	SUMMER TERM
	<p>Developments in Christian Thought</p> <ul style="list-style-type: none"> • Religious pluralism and theology • Religious Pluralism and society • Gender and society • Gender and Theology • The challenge of secularism • Liberation theology and Marx <p>Religion and Ethics</p> <ul style="list-style-type: none"> • Meta-ethical theories 	<p>Philosophy of Religion</p> <ul style="list-style-type: none"> • The nature or attributes of God • Religious Language • Religious Language twentieth-century perspectives and philosophical comparisons <p>Religion and Ethics</p> <ul style="list-style-type: none"> • Conscience • Sexual ethics 	<p>Revision Examinations</p>

AIMS	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of religion and belief) and • Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study 	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of religion and belief) and • Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study 	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of religion and belief) and • Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study
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RELIGIONS	Christianity and non religious worldviews	Christianity and non religious worldviews	Christianity and non religious worldviews
ASSESSMENT	End of each section	End of each section	End of each section