

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

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

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

	Evaluating	Evaluating	Evaluating
<b>ATTITUDE</b>	<b>RS Attitudes:</b> Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry	<b>RS Attitudes:</b> Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry	<b>RS Attitudes:</b> Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry
<b>RELIGIONS</b>	Christianity, Buddhism, Non Religious	Christianity	Christianity, Islam, Sikhism, Judaism, Buddhism
<b>ASSESSMENT</b>	End of unit	End of unit	End of unit Spirited Arts Competition

KS3 Year 9	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>KEY QUESTION</b>	<ul style="list-style-type: none"> <li>• Why is there suffering and are there any good solutions?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spirited Arts- How can people express the spiritual through the arts? National Competition</b></li> <li>• <b>Anti Racist RE</b></li> <li>• <b>Does religion help people to be good?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Is religion a power for peace or a cause of conflict in the world today?</li> <li>•</li> </ul>
<b>STRAND</b>	BELIEVING	LIVING	LIVING
<b>AIMS</b>	<ul style="list-style-type: none"> <li>• To evaluate the idea that suffering/evil is a natural human state</li> <li>• To explore theological, philosophical, psychological reasons for the presence of suffering/evil in the world</li> </ul>	<ul style="list-style-type: none"> <li>• To analyse examples of religious and non religious sources of moral guidance</li> <li>• <b>Anti Racist RE – new national project – ongoing development at national level from RE today national RE advisor – “pupils to learn about religion and beliefs, racism and prejudice in challenging ways that promote the well-being of</b></li> </ul>	<ul style="list-style-type: none"> <li>• To express coherent insight into the reasons why religion can be seen as a cause of both peace and conflict in the world</li> <li>• To offer well informed personal response to the role of conflict in the human condition- aberration or necessary evil</li> <li>• To consider and evaluate views of religion in relation to peace and conflict</li> </ul>

		<p>all in our richly plural communities.”</p> <ul style="list-style-type: none"> <li>• Exploring stories and actions of individuals and their anti racist action</li> </ul>	
<b>SKILLS</b>	<p><b>RS Skills:</b>  Investigating  Reflecting  Expressing  Interpreting  Empathising  Applying  Discerning  Analysing  Synthesising  Evaluating</p>	<p><b>RS Skills:</b>  Investigating  Reflecting  Expressing  Interpreting  Empathising  Applying  Discerning  Analysing  Synthesising  Evaluating</p>	<p><b>RS Skills:</b>  Investigating  Reflecting  Expressing  Interpreting  Empathising  Applying  Discerning  Analysing  Synthesising  Evaluating</p>
<b>ATTITUDE</b>	<p><b>RS Attitudes:</b>  Curiosity and wonder  Commitment  Fairness  Respect  Self-understanding  Open mindedness  Critical mindedness  Enquiry</p>	<p><b>RS Attitudes:</b>  Curiosity and wonder  Commitment  Fairness  Respect  Self-understanding  Open mindedness  Critical mindedness  Enquiry</p>	<p><b>RS Attitudes:</b>  Curiosity and wonder  Commitment  Fairness  Respect  Self-understanding  Open mindedness  Critical mindedness  Enquiry</p>
<b>RELIGIONS</b>	<p>Christianity, Buddhism, non religious worldviews</p>	<p>Christianity, Islam, non religious world views</p>	<p>Christianity, Islam, non religious world views</p>

<b>ASSESSMENT</b>	End of unit	End of unit	End of unit
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<b>KS4 – Non - option groups</b>	AUTUMN TERM	SPRING TERM	SUMMER TERM
	<b>No provision is made</b>	<b>No provision is made</b>	<b>No provision is made</b>
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"> <li>• Religion, peace and conflict - D</li> <li>• Christian practices</li> <li>• <b>Islamic Practices</b></li> <li>• Islamic belief</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Religion and Life Theme B</b></li> <li>• Religion, crime and punishment -E</li> <li>• Islamic practices</li> <li>• <b>Christian practices</b></li> <li>• Christian belief</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Religion Crime and punishment E</b></li> <li>• <b>Religion and life – B</b></li> <li>• Religion, relationships and families - A</li> </ul>
AIMS	Demonstrate knowledge and understanding of religion and beliefs including: <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> </ul>	Demonstrate knowledge and understanding of religion and beliefs including: <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> </ul>	Demonstrate knowledge and understanding of religion and beliefs including: <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> </ul>

	<ul style="list-style-type: none"> <li>• similarities and differences within and/or between religions and beliefs.</li> <li>•: Analyse and evaluate aspects of religion and belief, including their significance and influence.</li> </ul>	<ul style="list-style-type: none"> <li>• similarities and differences within and/or between religions and beliefs.</li> <li>•: Analyse and evaluate aspects of religion and belief, including their significance and influence</li> </ul>	<ul style="list-style-type: none"> <li>• similarities and differences within and/or between religions and beliefs.</li> <li>•: Analyse and evaluate aspects of religion and belief, including their significance and influence</li> </ul>
<b>SKILLS</b>	<b>RS Skills:</b> Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating	<b>RS Skills:</b> Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating	<b>RS Skills:</b> Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating
<b>ATTITUDE</b>	<b>RS Attitudes:</b> Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry	<b>RS Attitudes:</b> Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry	<b>RS Attitudes:</b> Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry
<b>RELIGIONS</b>	Christianity, Islam non religious worldviews	Christianity, Islam, non religious world views	Christianity, Islam, non religious world views
<b>ASSESSMENT</b>	End of section	End of section	End of section

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KS4 Option groups YR 11 2019-2020 GCSE AQA Syllabus A	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>Section</b>	<ul style="list-style-type: none"> <li>• Religion and life – B cont</li> <li>• Religion, relationships and families - A cont</li> <li>• The existence of God and Revelation – C [ removed]</li> <li>• Religion Crime and Punishment E</li> </ul>	<ul style="list-style-type: none"> <li>• Course finished Feb half term focus on assessment requirements – Christian belief, Christian practices, Theme B and student choice of two other themes</li> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> </ul>
<b>AIMS</b>	Demonstrate knowledge and understanding of religion and beliefs including: <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and beliefs.</li> </ul>	Demonstrate knowledge and understanding of religion and beliefs including: <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and beliefs.</li> </ul>	Demonstrate knowledge and understanding of religion and beliefs including: <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and beliefs.</li> </ul>

	•: Analyse and evaluate aspects of religion and belief, including their significance and influence	•: Analyse and evaluate aspects of religion and belief, including their significance and influence	•: Analyse and evaluate aspects of religion and belief, including their significance and Influence
<b>SKILLS</b>	<b>RS Skills:</b> Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating	<b>RS Skills:</b> Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating	<b>RS Skills:</b> Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating
<b>ATTITUDE</b>	<b>RS Attitudes:</b> Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry	<b>RS Attitudes:</b> Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry	<b>RS Attitudes:</b> Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry
<b>RELIGIONS</b>	Christianity, Islam non religious worldviews	Christianity, Islam, non religious world views	Christianity, Islam, non religious world views
<b>ASSESSMENT</b>	End of section	End of section	End of section

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

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

	their significance, influence and study	their significance, influence and study	their significance, influence and study
SKILLS	<b>RS Skills:</b> Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating	<b>RS Skills:</b> Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating	<b>RS Skills:</b> Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating
ATTITUDE	<b>RS Attitudes:</b> Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry	<b>RS Attitudes:</b> Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry	<b>RS Attitudes:</b> Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry
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

<b>KS5 – yr 13</b> <b>A level Religious</b> <b>Studies – OCR</b>	<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
	<p><b>Developments in Christian Thought</b></p> <ul style="list-style-type: none"> <li>• Religious pluralism and theology</li> <li>• Religious Pluralism and society</li> <li>• Gender and society</li> <li>• Gender and Theology</li> <li>• The challenge of secularism</li> <li>• Liberation theology and Marx</li> </ul> <p><b>Religion and Ethics</b></p> <ul style="list-style-type: none"> <li>• Meta-ethical theories</li> </ul>	<p><b>Philosophy of Religion</b></p> <ul style="list-style-type: none"> <li>• The nature or attributes of God</li> <li>• Religious Language</li> <li>• Religious Language twentieth-century perspectives and philosophical comparisons</li> </ul> <p><b>Religion and Ethics</b></p> <ul style="list-style-type: none"> <li>• Conscience</li> <li>• Sexual ethics</li> </ul> <p><b>Course completed 100% Feb</b></p>	<p><b>Revision Examinations</b></p>
<b>AIMS</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of religion and belief) and</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of religion and belief) and</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of religion and belief) and</li> </ul>

	<ul style="list-style-type: none"> <li>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</li> </ul>
SKILLS	<b>RS Skills:</b> Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating	<b>RS Skills:</b> Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating	<b>RS Skills:</b> Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating
ATTITUDE	<b>RS Attitudes:</b> Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry	<b>RS Attitudes:</b> Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry	<b>RS Attitudes:</b> Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry
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