



Mission Statement: The principle aim of RE in the Kent syllabus is: To engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Kent Agreed Syllabus 2017-2022.

We use the Kent Agreed Syllabus for Religious Education - due to be updated as the current is 2017-2022 [updated every five years]. The Kent Agreed Syllabus 2017-2022 fulfils the legal requirements and has its roots in the REC's [Religious Education Council] Framework 2013.

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3 7	Autumn 1 Topic: What has RE to do wils Death the End and Does it EXPRESSING /BELIEVING Aims: • To know and understand the • To explore, explain and interpretating the ultimate question Skills: Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating Attitude: Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry	rith me? t Matter? e purpose of RE at Cranbrook rpret a range of beliefs		nging about being a teenage the needs and challenges of	Topic: Anti -Racist RE This is a special and original ur Aims: The project is generously sur Church Council and the Methor written and edited by Lat Blayle RE Today magazine Project pa Asian, and minority ethnic teach religious and nonreligious voice other subject associations and pupils. The unit will provide these or opportunities to consider the of white privilege, structural or ins diversity and harmony. Pupils a diverse range of views about tolerance and respect and pre confront racism wherever it is in From the study of beliefs and w worldviews, pupils will be able	poported initially by the Free podist Church, and managed, ock, RE Adviser and editor of partners include dozens of black, thers of RE and academics, as from many communities, and educational partners and many exportunities: Pupils have concepts of racism, anti-racism, stitutional racism, justice, as have opportunities to consider a questions of living together, judice-reduction, and to found in challenging ways. Values in different religions and to think about their own race, ethnicity and racial justice
			Buddhism/Christianity		Discerning	



Religions:	Assessment:	Analysing
		Synthesising
Christianity, Hinduism, Buddhism, non-religious world views	End of unit	Evaluating
Assessment:		Attitude:
End of unit		Respect
		Self-understanding
		Open mindedness
		Religions:
		Christianity, Judaism, Islam, Sikhism, Buddhism and
		Humanism
		Assessment:
		End of unit

KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	Topic: What is so radical about Jesus?Should		Topic: Happiness be the Purp	Topic: Happiness be the Purpose of Life?		ess the spiritual through the
	LIVING		BELIEVING		EXPRESSING	
	Aims:		Aims:		Aims:	
		uestion how radical was Jesus		r a variety of religious and non-		
	 Offer an overview of how Jes 	sus' radical message should	religious worldviews of how to a		 To explore and explain the im 	
	affect Christian today		To weigh up the value of action	on in contributing to happiness	helping people express ideas b • Spirited Arts Competition	peyond words
	Skills:		Skills:	kills:		
	Investigating		Investigating		Skills:	
	Reflecting		Reflecting		Investigating	
	Expressing		Expressing		Reflecting	
	Interpreting		Interpreting		Expressing	
	Empathising		Empathising		Interpreting	
	Applying		Applying		Empathising	
	Discerning Analysing		Discerning Analysing		Applying Discerning	
	Synthesising		Synthesising		Analysing	
	- Cyriti icololi ig		- Cyriu icololi ig		Synthesising	
	Attitude:		Attitude:		5 j	
					Attitude:	
	Curiosity and wonder		Curiosity and wonder			



Commitment	Commitment	Curiosity and wonder
Fairness	Fairness	Commitment
Respect	Respect	Fairness
Self-understanding	Self-understanding	Respect
Open mindedness	Open mindedness	Self-understanding
Critical mindedness	Critical mindedness	Open mindedness
Enquiry	Enquiry	Critical mindedness
		Enquiry
Religion:	Religion:	
		Religion:
Christianity, Buddhism, Non-Religious	Christianity	
		Christianity, Islam, Sikhism, Judaism, Buddhism
Assessment:	Assessment:	
		Assessment:
End of unit	End of unit	
		End of unit
		Spirited Arts Competition

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Topic: Anti- Racism RE	Topic: Anti- Racism RE		ple to be good? Human
		LIMING		Rights	
DELIEVINO		LIVING		Aimor	
BELIEVING		Δime:		Airis.	
Aims:		7 dillo.		opportunities to consider a dive	erse range of views about
7		To analyse examples of religiou	is and non-religious sources of		
 To evaluate the idea that suf 	fering/evil is a natural human	moral guidance	O		
state					Rights, to explore ways in which
				these are both violated and pro	etected.
reasons for the presence of su	iffering/evil in the world				
Skille				SKIIIS:	
OKIIIS.				Investigating	
Investigating					
Reflecting				Expressing	
Expressing				Interpreting	
Evaluating				Evaluating	
				Attitudes:	
Attitudes:			justice in relation to religions		
	Topic: Why is there suffering solutions? BELIEVING Aims: • To evaluate the idea that sufstate • To explore theological, philos reasons for the presence of sufficiency sufficiency. Skills: Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating	Topic: Why is there suffering and are there any good solutions? BELIEVING Aims: • 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 Skills: Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating	Topic: Why is there suffering and are there any good solutions? BELIEVING Aims: 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 Skills: Skills: Skills: To analyse examples of religious moral guidance The project is generously supper Church Council and the Methon written and edited by Lat Blaylor RE Today magazine Project parties and minority ethnic teach religious and nonreligious voice of the subject associations and pupils. To analyse examples of religious moral guidance The project is generously supper Church Council and the Methon written and edited by Lat Blaylor RE Today magazine Project parties and nonreligious voice of the subject associations and pupils. The unit will provide these opportunities to consider the component of the privilege, structural or insidiversity and harmony. ■ Pupils wherever it is found in challeng beliefs and values in different rewill be able to think about their about race, ethnicity and racial and the Methon written and edited by Lat Blaylor RE Today magazine Project parties and values in consider the component of the project is generously supported by the project parties and supported by the project parties by the p	Topic: Why is there suffering and are there any good solutions? BELIEVING Aims: 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 Skills: Skills: To analyse examples of religious and non-religious sources of moral guidance The project is generously supported initially by the Free Church Council and the Methodist Church, and managed, written and edited by Lat Blaylock, RE Adviser and editor of RE Today magazine Project partners include dozens of black, Asian, and minority ethnic teachers of RE and academics, religious and nonreligious voices from many communities, other subject associations and educational partners and many pupils. The unit will provide these opportunities: • Pupils have opportunities to consider the concepts of racism, anti-racism, white privilege, structural or institutional racism, justice, diversity and harmony. • Pupils have to confront racism wherever it is found in challenging ways. • From the study of beliefs and values in different religions and worldviews, pupils will be able to think about their own experiences and views about race, ethnicity and racial justice in relation to religions	Topic: Why is there suffering and are there any good solutions? BELIEVING Aims: Aims: To analyse examples of religious and non-religious sources of moral guidance The project is generously supported initially by the Free Church Council and the Methodist Church, and managed, written and edited by Lat Blaylock, RE Adviser and editor of RE Today magazine Project partners include dozens of black, Asian, and minority ethnic teachers of RE and academics, religious and non-religious voices from many communities, other subject associations and educational partners and many pupils. Skills: Investigating Reflecting Expressing Interpreting Interpreting Empathising Analysing Synthesising Synthesising Examples of religious and non-religious sources of moral guidance The project is generously supported initially by the Free Church Council and the Methodist Church, and managed, written and edited by Lat Blaylock, RE Adviser and editor of RE Today magazine Project partners include dozens of black, Asian, and minority ethnic teachers of RE and academics, religious and non-religious voices from many communities, other subject associations and educational partners and many pupils. Skills: Skills: Skills: Skills: Skills: Skills: Skills: Skills: Skills: Aims: To analyse examples of religious and non-religious sources of moral guidance The project is generously supported initially by the Free Church Council and the Methodist Church, and managed, written and edited by Lat Blaylock, RE Adviser and editor of RE Today magazine Project partners include dozens of black, Asian, and minority ethnic teachers of RE and academics, religious and non-religious voices from many communities, other subject associations and educational partners and many pupils. Skills: Skills: Skills: Skills: Skills: Aims: To analyse examples of religious and non-religious sources of moral managed, written and edited by Lat Blaylock, RE Adviser and editor of RE Today magazine Project partners include dozens of black, Asian, and minority ethni



Curiosity and wonder	Skills:	Self-awareness
Commitment		Respect for all
Fairness	Investigating	Open mindedness
Respect	Reflecting	
Self-understanding	Expressing	Religions:
Open mindedness	Interpreting	
Critical mindedness	Empathising	Christianity, Buddhism, non-religious worldviews
Enquiry	Applying	
	Discerning	Assessment:
Religions:	Analysing	
	Synthesising	End of unit
Christianity, Buddhism, non-religious worldviews	Evaluating	
	Aug	
Assessment:	Attitudes:	
End of unit	Curiosity and wonder	
LIIG OF GENE	Commitment	
	Fairness	
	Respect	
	Self-understanding	
	Open mindedness	
	Critical mindedness	
	Enquiry	
	Religions:	
	Christianity, Buddhism, non-religious worldviews	
	Assessment:	
	End of unit	

ľ	S4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	10			Topic: Religion, crime and punishment -E, Islamic practices, Christian belief		Topic: Religion and life – B, Religion, relationships and families - A	
		Aims:		Aims:		Aims:	
		Demonstrate knowledge and understanding of religion and beliefs including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs.		Demonstrate knowledge and ubeliefs including: • beliefs, practices and source: • influence on individuals, com: • similarities and differences wiand beliefs.	s of authority munities and societies	Demonstrate knowledge and understanding of religion and beliefs including: • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs.	



•:	: Analyse and evaluate aspects of religion and belief,	•: Analyse and evaluate aspects of religion and belief,	•: Analyse and evaluate aspects of religion and belief,
in	ncluding their significance and	including their significance and	including their significance and
in	nfluence.	Influence	Influence
SI	Skills:	Skills:	Skills:
In	nvestigating	Investigating	Investigating
R	Reflecting	Reflecting	Reflecting
E	xpressing	Expressing	Expressing
In	nterpreting	Interpreting	Interpreting
Er	Empathising Empathising	Empathising	Empathising
A	applying Technique	Applying	Applying
	Discerning	Discerning	Discerning
	nalysing	Analysing	Analysing
	Synthesising	Synthesising	Synthesising
	valuating	Evaluating	Evaluating
	J. T. J.		
A	attitudes:	Attitudes:	Attitudes:
C	Curiosity and wonder	Curiosity and wonder	Curiosity and wonder
C	Commitment	Commitment	Commitment
Fá	airness	Fairness	Fairness
Re	Respect	Respect	Respect
Se	Self-understanding	Self-understanding	Self-understanding
0	Open mindedness	Open mindedness	Open mindedness
C	Critical mindedness	Critical mindedness	Critical mindedness
Er	inquiry	Enquiry	Enquiry
R	Religions:	Religions:	Religions:
	Ne Selse Steel Later and the Selse S		
C	Christianity, Islam non-religious worldviews	Christianity, Islam non-religious worldviews	Christianity, Islam non-religious worldviews
A	assessment:	Assessment:	Assessment:
Er	and of Section	End of Section	End of Section

KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11	Topic: Religion and life - B c		Topic: Religion, human rights and social justice – F,		Examinations	
	and families - A cont., The e		Revision			
	Revelation – C, Religion Crin	ne and Punishment E			Aims:	
			Aims:			
	Aims:				Demonstrate knowledge and u	nderstanding of religion and
			Demonstrate knowledge and u	nderstanding of religion and	beliefs including:	
	Demonstrate knowledge and u	understanding of religion and	beliefs including:		 beliefs, practices and sources 	•
	beliefs includina:		 beliefs, practices and sources 	s of authority	 influence on individuals, com 	munities and societies



beliefs, practices and sources of authority	• influence on individuals, communities and societies	• similarities and differences within and/or between religions
influence on individuals, communities and societies	• similarities and differences within and/or between religions	and beliefs.
• similarities and differences within and/or between religions	and beliefs.	Analyse and evaluate aspects of religion and belief,
and beliefs.	Analyse and evaluate aspects of religion and belief,	including their significance and
Analyse and evaluate aspects of religion and belief,	including their significance and	Influence
including their significance and	Influence	ii iiiddi idd
Influence	ii iiidonoo	Skills:
I macrice	Skills:	OKIIIO.
Skills:	Orilla.	Investigating
ONIIIS.	Investigating	Reflecting
Investigating	Reflecting	Expressing
Reflecting	Expressing	Interpreting
Expressing	Interpreting	Empathising
Interpreting	Empathising	
		Applying
Empathising	Applying	Discerning
Applying	Discerning	Analysing
Discerning	Analysing	Synthesising
Analysing	Synthesising	Evaluating
Synthesising	Evaluating	August
Evaluating	Aug. 1	Attitudes:
Aug. 1	Attitudes:	
Attitudes:		Curiosity and wonder
	Curiosity and wonder	Commitment
Curiosity and wonder	Commitment	Fairness
Commitment	Fairness	Respect
Fairness	Respect	Self-understanding
Respect	Self-understanding	Open mindedness
Self-understanding	Open mindedness	Critical mindedness
Open mindedness	Critical mindedness	Enquiry
Critical mindedness	Enquiry	
Enquiry		Religions:
	Religions:	
Religions:		Christianity, Islam non-religious worldviews
	Christianity, Islam non-religious worldviews	
Christianity, Islam non-religious worldviews	, , , , , , , , , , , , , , , , , , ,	Assessment:
	Assessment:	
Assessment:		End of Section
	End of Section	
End of Section		

KS5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12	12 Topic: Philosophy of Religion, Ancient philosophical		Topic: Philosophy of Religion, Arguments based on		Topic: Religion and Ethics, Euthanasia, Developments in	
			reason, Religious experience, The problem of evil, Religion		Christian Thought, Augustine on human nature, Death and	
	observation, Religion and Ethics, Natural Law, Situation		and Ethics, Utilitarianism, Business Ethics		the afterlife, Knowledge of God's existence, The Person of	
	Ethics, Kantian Ethics				Jesus, Christian Moral Princip	oles, Christian Moral Action





Aims:	Aims:	Aims:
Demonstrate knowledge and understanding of religion and	Demonstrate knowledge and understanding of religion and	Demonstrate knowledge and understanding of religion and
belief) and	belief) and	belief) and
Analyse and evaluate aspects of, and approaches to,	Analyse and evaluate aspects of, and approaches to,	Analyse and evaluate aspects of, and approaches to,
religion and belief, including their significance, influence and	religion and belief, including their significance, influence and	religion and belief, including their significance, influence and
study	study	study
Skills:	Skills:	Skills:
Investigating	Investigating	Investigating
Reflecting	Reflecting	Reflecting
Expressing	Expressing	Expressing
Interpreting	Interpreting	Interpreting
Empathising	Empathising	Empathising
Applying	Applying	Applying
Discerning	Discerning	Discerning
Analysing	Analysing	Analysing
Synthesising	Synthesising	Synthesising
Evaluating	Evaluating	Evaluating
Attitudes:	Attitudes:	Attitudes:
Curiosity and wonder	Curiosity and wonder	Curiosity and wonder
Commitment	Commitment	Commitment
Fairness	Fairness	Fairness
Respect	Respect	Respect
Self-understanding	Self-understanding	Self-understanding
Open mindedness	Open mindedness	Open mindedness
Critical mindedness	Critical mindedness	Critical mindedness
Enquiry	Enquiry	Enquiry
Religion:	Religion:	Religion:
Christianity and non-religious worldviews	Christianity and non-religious worldviews	Christianity and non-religious worldviews
Assessment:	Assessment:	Assessment:
End of each section	End of each section	End of each section

KS5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
13	Topic: Developments in Christian Thought, Religious		Topic: Philosophy of Religion, The nature or attributes of		Topic: Revision, Examinations	3
	pluralism and theology, Religious Pluralism and society,		God, Religious Language, Religious Language twentieth-			
	Gender and society, Gender and Theology, The challenge		century perspectives and philosophical comparisons,		Aims:	
	of secularism Liberation theo	ology and Marx, Religion and	Religion and Ethics, Conscience, Sexual ethics			



Ethics, Meta-ethical theories	Aims:	Demonstrate knowledge and understanding of religion and
Ethios, Wota othioa thomas	7 11110.	belief) and
Aims:	Demonstrate knowledge and understanding of religion and	Analyse and evaluate aspects of, and approaches to,
	belief) and	religion and belief, including their significance, influence and
Demonstrate knowledge and understanding of religion and	Analyse and evaluate aspects of, and approaches to,	study
belief) and	religion and belief, including their significance, influence and	,
Analyse and evaluate aspects of, and approaches to,	study	Skills:
religion and belief, including their significance, influence and	, and the second	
study	Skills:	Investigating
		Reflecting
Skills:	Investigating	Expressing
	Reflecting	Interpreting
Investigating	Expressing	Empathising
Reflecting	Interpreting	Applying
Expressing	Empathising	Discerning
Interpreting	Applying	Analysing
Empathising	Discerning	Synthesising
Applying	Analysing	Evaluating
Discerning	Synthesising	
Analysing	Evaluating	Attitudes:
Synthesising		
Evaluating	Attitudes:	Curiosity and wonder
August		Commitment
Attitudes:	Curiosity and wonder	Fairness
	Commitment	Respect
Curiosity and wonder Commitment	Fairness	Self-understanding
	Respect	Open mindedness
Fairness	Self-understanding Open mindedness	Critical mindedness
Respect Self-understanding	Critical mindedness	Enquiry
Open mindedness	Enquiry	Religion:
Critical mindedness		neligion.
Enquiry	Religion:	Christianity and non-religious worldviews
	neigion.	
Religion:	Christianity and non-religious worldviews	Assessment:
Christianity and non-religious worldviews	Assessment:	End of each section
Assessment:	End of each section	
End of each coation		
End of each section		