

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
7	<p>Topic: What has RE to do with me? Is Death the End and Does it Matter?</p> <p>EXPRESSING /BELIEVING</p> <p>Aims:</p> <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 <p>Skills:</p> <p>Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating</p> <p>Attitude:</p> <p>Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p>	<p>Topic: What is good or challenging about being a teenage Buddhist in Britain today?</p> <p>LIVING</p> <p>Aims:</p> <ul style="list-style-type: none">• To explore community living, the needs and challenges of being a Buddhist in a diverse society. <p>Skills:</p> <p>Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating</p> <p>Attitude:</p> <p>Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p> <p>Religions:</p> <p>Buddhism/Christianity</p>	<p>Topic: Anti -Racist RE</p> <p>This is a special and original unit of RE new for 2020 – 21</p> <p>Aims:</p> <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">▪ Pupils have opportunities to consider the concepts of racism, anti-racism, white privilege, structural or institutional racism, justice, diversity and harmony.▪ Pupils have opportunities to consider a diverse range of views about questions of living together, tolerance and respect and prejudice-reduction, and 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 and worldviews. <p>Skills:</p> <p>Investigating Reflecting Expressing Interpreting Empathising Applying Discerning</p>			

	Religions: Christianity, Hinduism, Buddhism, non-religious world views Assessment: End of unit	Assessment: End of unit	Analysing Synthesising Evaluating Attitude: Respect Self-understanding Open mindedness Religions: Christianity, Judaism, Islam, Sikhism, Buddhism and Humanism Assessment: End of unit
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KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
8	Topic: What is so radical about Jesus?Should LIVING Aims: <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 Skills: Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Attitude: Curiosity and wonder		Topic: Happiness be the Purpose of Life? BELIEVING 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 Skills: Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Attitude: Curiosity and wonder		Topic: How can people express the spiritual through the arts? EXPRESSING Aims: <ul style="list-style-type: none"> • To explore and explain the impact of music and art in helping people express ideas beyond words • Spirited Arts Competition Skills: Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Attitude:	

<p>Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p> <p>Religion:</p> <p>Christianity, Buddhism, Non-Religious</p> <p>Assessment:</p> <p>End of unit</p>	<p>Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p> <p>Religion:</p> <p>Christianity</p> <p>Assessment:</p> <p>End of unit</p>	<p>Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p> <p>Religion:</p> <p>Christianity, Islam, Sikhism, Judaism, Buddhism</p> <p>Assessment:</p> <p>End of unit Spirited Arts Competition</p>
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KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
9	<p>Topic: Why is there suffering and are there any good solutions?</p> <p>BELIEVING</p> <p>Aims:</p> <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 <p>Skills:</p> <p>Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating</p> <p>Attitudes:</p>		<p>Topic: Anti- Racism RE</p> <p>LIVING</p> <p>Aims:</p> <p>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.</p> <p>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 and worldviews.</p>		<p>Topic: Does religion help people to be good? Human Rights</p> <p>Aims:</p> <p>opportunities to consider a diverse range of views about questions of living together, tolerance and respect and prejudice-reduction opportunities to explore the meaning, value and purpose of Human Rights, to explore ways in which these are both violated and protected.</p> <p>Skills:</p> <p>Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating</p> <p>Attitudes:</p>	

	<p>Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p> <p>Religions:</p> <p>Christianity, Buddhism, non-religious worldviews</p> <p>Assessment:</p> <p>End of unit</p>	<p>Skills:</p> <p>Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating</p> <p>Attitudes:</p> <p>Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p> <p>Religions:</p> <p>Christianity, Buddhism, non-religious worldviews</p> <p>Assessment:</p> <p>End of unit</p>	<p>Self-awareness Respect for all Open mindedness</p> <p>Religions:</p> <p>Christianity, Buddhism, non-religious worldviews</p> <p>Assessment:</p> <p>End of unit</p>
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KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p>Topic: Religion, peace and conflict – D, Christian practices, Islamic belief</p> <p>Aims:</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>Topic: Religion, crime and punishment – E, Islamic practices, Christian belief</p> <p>Aims:</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>Topic: Religion, crime and punishment – E, Islamic practices, Christian belief</p> <p>Aims:</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>Topic: Religion, crime and punishment – E, Islamic practices, Christian belief</p> <p>Aims:</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>Topic: Religion and life – B, Religion, relationships and families – A</p> <p>Aims:</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>Topic: Religion and life – B, Religion, relationships and families – A</p> <p>Aims:</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>Skills:</p> <p>Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating</p> <p>Attitudes:</p> <p>Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p> <p>Religions:</p> <p>Christianity, Islam non-religious worldviews</p> <p>Assessment:</p> <p>End of Section</p>	<p>•: Analyse and evaluate aspects of religion and belief, including their significance and Influence</p> <p>Skills:</p> <p>Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating</p> <p>Attitudes:</p> <p>Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p> <p>Religions:</p> <p>Christianity, Islam non-religious worldviews</p> <p>Assessment:</p> <p>End of Section</p>	<p>•: Analyse and evaluate aspects of religion and belief, including their significance and Influence</p> <p>Skills:</p> <p>Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating</p> <p>Attitudes:</p> <p>Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p> <p>Religions:</p> <p>Christianity, Islam non-religious worldviews</p> <p>Assessment:</p> <p>End of Section</p>
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KS4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
11	<p>Topic: Religion and life – B cont., Religion, relationships and families - A cont., The existence of God and Revelation – C, Religion Crime and Punishment E</p> <p>Aims:</p> <p>Demonstrate knowledge and understanding of religion and beliefs including:</p>	<p>Topic: Religion, human rights and social justice – F, Revision</p> <p>Aims:</p> <p>Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> beliefs, practices and sources of authority 			<p>Examinations</p> <p>Aims:</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 	

	<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. •: Analyse and evaluate aspects of religion and belief, including their significance and Influence <p>Skills:</p> <p>Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating</p> <p>Attitudes:</p> <p>Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p> <p>Religions:</p> <p>Christianity, Islam non-religious worldviews</p> <p>Assessment:</p> <p>End of Section</p>	<ul style="list-style-type: none"> • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs. •: Analyse and evaluate aspects of religion and belief, including their significance and Influence <p>Skills:</p> <p>Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating</p> <p>Attitudes:</p> <p>Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p> <p>Religions:</p> <p>Christianity, Islam non-religious worldviews</p> <p>Assessment:</p> <p>End of Section</p>	<ul style="list-style-type: none"> • similarities and differences within and/or between religions and beliefs. •: Analyse and evaluate aspects of religion and belief, including their significance and Influence <p>Skills:</p> <p>Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating</p> <p>Attitudes:</p> <p>Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p> <p>Religions:</p> <p>Christianity, Islam non-religious worldviews</p> <p>Assessment:</p> <p>End of Section</p>
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KS5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12	Topic: Philosophy of Religion, Ancient philosophical influences, Soul, mind and body, Arguments based on observation, Religion and Ethics, Natural Law, Situation Ethics, Kantian Ethics		Topic: Philosophy of Religion, Arguments based on reason, Religious experience, The problem of evil, Religion and Ethics, Utilitarianism, Business Ethics		Topic: Religion and Ethics, Euthanasia, Developments in Christian Thought, Augustine on human nature, Death and the afterlife, Knowledge of God's existence, The Person of Jesus, Christian Moral Principles, Christian Moral Action	

	<p>Aims:</p> <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 <p>Skills:</p> <p>Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating</p> <p>Attitudes:</p> <p>Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p> <p>Religion:</p> <p>Christianity and non-religious worldviews</p> <p>Assessment:</p> <p>End of each section</p>	<p>Aims:</p> <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 <p>Skills:</p> <p>Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating</p> <p>Attitudes:</p> <p>Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p> <p>Religion:</p> <p>Christianity and non-religious worldviews</p> <p>Assessment:</p> <p>End of each section</p>	<p>Aims:</p> <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 <p>Skills:</p> <p>Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating</p> <p>Attitudes:</p> <p>Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p> <p>Religion:</p> <p>Christianity and non-religious worldviews</p> <p>Assessment:</p> <p>End of each section</p>
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KS5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
13	Topic: Developments in Christian Thought, Religious pluralism and theology, Religious Pluralism and society, Gender and society, Gender and Theology, The challenge of secularism Liberation theology and Marx, Religion and		Topic: Philosophy of Religion, The nature or attributes of God, Religious Language, Religious Language twentieth-century perspectives and philosophical comparisons, Religion and Ethics, Conscience, Sexual ethics		Topic: Revision, Examinations	
					Aims:	

<p>Ethics, Meta-ethical theories</p> <p>Aims:</p> <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 <p>Skills:</p> <p>Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating</p> <p>Attitudes:</p> <p>Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p> <p>Religion:</p> <p>Christianity and non-religious worldviews</p> <p>Assessment:</p> <p>End of each section</p>	<p>Aims:</p> <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 <p>Skills:</p> <p>Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating</p> <p>Attitudes:</p> <p>Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p> <p>Religion:</p> <p>Christianity and non-religious worldviews</p> <p>Assessment:</p> <p>End of each section</p>	<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 <p>Skills:</p> <p>Investigating Reflecting Expressing Interpreting Empathising Applying Discerning Analysing Synthesising Evaluating</p> <p>Attitudes:</p> <p>Curiosity and wonder Commitment Fairness Respect Self-understanding Open mindedness Critical mindedness Enquiry</p> <p>Religion:</p> <p>Christianity and non-religious worldviews</p> <p>Assessment:</p> <p>End of each section</p>
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