

INTENT:



“Diversity is the hardest thing for a society to live with, but the most dangerous thing for a society to be without”

William Sloan Coffin Jnr

It is our firm belief that in order to understand the world, you need to understand religion. Through a variety of teaching strategies, study of diverse global views and current issues, we enable students to understanding what's going on in the world and break it down so they can make sense of it.

Learning about different faiths, cultures and lifestyles is one of the many lessons that Religious Education offers. In fact, no other subject provides the same opportunity to learn about different communities from around the world. The Religious Education curriculum at The King's gives students a chance to develop an understanding of different cultures and an empathy for people from all walks of life. In addition to learning about beliefs and practices of the six main world religions, students consider the many possible answers to life's 'bigger questions' such as 'Why are we here?' 'Is there life after death?' and 'Why is there evil in the world?'

Later, as their knowledge develops, students are encouraged to address ethical and moral issues such as 'Should we be able to choose when we die?' and 'Is there ever a 'just' war?'





****Please click on the icons to access our online portal where you can learn more about each topic****

Half term points

AUTUMN 1

Philosophy 4 children

- Learning to include:
- What is faith?
 - What is religion?
 - Who is God?
 - What is life?



AUTUMN 2

Understanding Christianity
God

- Learning to include:
- God as Trinity
 - expressing the Trinity
 - Father, Son and Spirit in the Bible
 - limiting God



RE:QUEST

SPRING 1

Understanding Christianity
Creation

- Learning to include:
- creation texts
 - stewardship
 - religion and science
 - creator



RE:QUEST

SPRING 2

Understanding Christianity
The fall

- Learning to include:
- are humans good /bad?
 - how should Christians behave?
 - are people equal?

RE:QUEST



SUMMER 1

A study of and ethical issues
Judaism

- Learning to include:
- beliefs about God
 - covenant
 - Passover
 - keeping Kosher
 - Shabbat



SUMMER 2















A study of and ethical issues
Judaism

- Learning to include:
- Bar/bat Mitzvah
 - making cisions
 - environment
 - poverty
 - wealth family
 - role of the





Half term points

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Life of Jesus Gospel	Life of Jesus Gospel	History of the Church <i>The growth of Christianity</i>	History of the Church <i>The growth of Christianity</i>	A study of and ethical issues <i>ISLAM</i>	A study of and ethical issues <i>ISLAM</i>
8	<p>Learning to include:</p> <ul style="list-style-type: none"> • Prophecy • Incarnation • The birth of Jesus • teachings and parables • miracles 	<p>Learning to include:</p> <ul style="list-style-type: none"> • Jesus as a rebel • Holy Week • last days • crucifixion • resurrection • ascension 	<p>Learning to include:</p> <ul style="list-style-type: none"> • Liturgical calendar • Pentecost & Apostles • Roman Empire • early missionaries 	<p>Learning to include:</p> <ul style="list-style-type: none"> • Growth of the Church • Great split • Denominations • work of the Church 	<p>Learning to include:</p> <ul style="list-style-type: none"> • Who are Muslims? • beliefs about God • Holy Books • Muhammad 	<p>Learning to include:</p> <ul style="list-style-type: none"> • The five pillars • war and peace • Islamophobia
	  	  	 	 	 	 

Curriculum plan: RE



CONNECTED

A link to the locally agreed syllabus	http://www.fulfen.staffs.sch.uk/serve_file/141339
How RE in The King's Church of England school reflects the Church of England statement for Entitlement of RE provision	http://smartfile.s3.amazonaws.com/d57a4d93b010f2ac6f24bc8cee2d789e/uploads/2018/11/Statement-on-RE-SIAMS-and-UC.pdf