



## Welcome from Jan Lever (Director: Discovery RE)

Thank you for your interest in Discovery RE.

We understand the complex nature of translating a syllabus you are given for Religious Education, whether that be determined by an Academy Trust, a Diocese, a SACRE or another source.

We are therefore happy to offer our support by showing how we believe Discovery RE can support any such syllabus.

The mapping document that follows compares:

1. the pedagogies
2. the 'which religion/belief system when?' requirements
3. the subject knowledge content and
4. the assessment process

in the syllabus you have asked us to look at, and in Discovery RE.

We hope this helps to clarify Discovery RE's potential contribution to your school's religious education.

We understand that the extent to which a ready-made scheme of learning can meet the requirements of any syllabus, even if the scheme has been specifically written to match that syllabus, is dependent on the teachers delivering it. We do believe, however, based on the evidence provided by schools already using it, that Discovery RE has the potential to bring consistently high quality RE to children, enhancing teachers' confidence in delivering the subject and deepening children's learning and enjoyment of it.

Please feel welcome to contact me with any questions you may have:

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Very best wishes,

**Jan Lever B.Ed (Hons), MA, Adv. Dip. Couns.**

**Creator and Director: Discovery RE**





## Mapping Discovery RE to the Manchester, Salford, Stockport, Tameside and Trafford Agreed Syllabus for RE

The mapping document that follows compares:

1. the pedagogies (teaching approaches)
2. the 'which religion/belief system when?' requirements
3. the subject knowledge content and
4. the assessment process

### Introduction

Discovery RE is a set of detailed medium-term plans for RE from Years F1/2 to Year 6. It adopts an enquiry based approach to teaching and learning. Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered. Humanist perspectives are added when appropriate in some enquiries. Each enquiry unit demands the equivalent of 6 lessons, but teaching time could be blocked over perhaps 3 half days to enhance learning. Each enquiry has a learning objective which shows the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout as is each enquiry's contribution to the British Values agenda.

### 1. The pedagogies (teaching approaches)

**Discovery RE** is an enquiry-based approach to Religious Education, a different enquiry for every half-term (6 per year) focusing on one religion at a time.

**The aim is to deepen children's critical thinking skills through greater subject knowledge and also to allow their own spiritual development.**

Each enquiry has a big enquiry question e.g. What is the best way for a Sikh to show commitment to God? and this is explored with a **4-step process**:

**Engagement** (How can I relate to the underpinning concept in my own world?)

**Investigation** (What do I need to learn about the religion in order to answer the big question)

**Evaluation** (How well can I apply this knowledge to the big question using critical thinking/evaluation skills?)

**Expression** (Can I express what difference this enquiry has made to me, my thinking and my starting point?)

The Manchester, Salford, Stockport, Tameside and Trafford Agreed Syllabus for RE states that,

'The principal aim of RE 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.'

Discovery RE, with its enquiry model, is well suited to contribute to this process.

### 2. Which religion/s when?

**Discovery RE**

**Christianity in every year group with one other religion each year from: Buddhism, Hinduism, Islam, Judaism and Sikhism.**

Discovery RE studies Christianity in every year group with a spiral developmental approach, Christmas and Easter being given different treatment each year to deepen understanding.



Most year groups then have a choice of which other religion to study alongside Christianity, meaning that it is possible to enable children to encounter all 6 principal religions by the end of Key Stage 2 (11 years old)

Year 1 Christianity plus Judaism

Year 2 Christianity plus Judaism OR Islam

Year 3 Christianity plus Hinduism OR Sikhism

Year 4 Christianity plus Judaism OR Buddhism

Year 5 Christianity plus Hinduism OR Sikhism (whichever was not taught in Year 3)

Year 6 Christianity plus Islam

As Discovery RE is medium term planning it is perfectly possible to move planning between adjacent year groups and differentiate accordingly. If this is done then all the enquiries for the specific religion should be moved to the other year group, not just one or two.

### **Which religions when in the Manchester, Salford, Stockport, Tameside and Trafford agreed syllabus?**

The Manchester, Salford, Stockport, Tameside and Trafford syllabus stipulates the following coverage

During Reception, Christianity and other faiths represented within the classroom and community are encountered.

Key Stage 1 – Pupils study Christianity and one other religion from Islam or Judaism

Other religions and beliefs can also feature where appropriate.

Key Stage 2 – Pupils study Christianity and at least three other religions from Hinduism, Islam and Judaism.

In all Key Stages, non-religious perspectives such as Humanism should be included as appropriate as well as the beliefs and religions reflected in the class, school or local community

### **3. Subject Knowledge content**

The overview grid that follows shows the core content of the Discovery RE enquiries to enable teachers to compare this with the requirements of their agreed syllabus. However, it is worth noting that as Discovery RE is medium-term planning the suggested content in each enquiry can be added to in order to accommodate syllabus requirements if necessary.

See Overview Grid.

The Manchester, Salford, Stockport, Tameside and Trafford syllabus is structured around three aims in all key stages:

- Knowing about and understanding religions and world views
- Expressing and communicating ideas related to religions and world views
- Gaining and developing the skills for studying religions and world views

These aims are accompanied by three stands, Believing, Expressing and Living.

The Manchester, Salford, Stockport, Tameside and Trafford programmes of study in the Early Years Foundation Stage are based around the following key questions:

#### **Believing**

F1 Which stories are special and why?

F2 Which people are special and why?

#### **Expressing**

F3 What places are special and why?

F4 What times are special and why?



**Living**

F5 Being Special: Where do we belong?

F6 What is special about our world?

Discovery RE also uses an enquiry-based model. During the Foundation Stage, Discovery RE covers aspects of RE through big questions which focus on areas like special people, places, times and stories – this is consistent with the Manchester, Salford, Stockport, Tameside and Trafford syllabus. An example of the closely aligned coverage is shown below

Some of the EYFS big questions in Discovery RE are:

What makes people special?

What can we learn from stories?

These would fit well with the Manchester, Salford, Stockport, Tameside and Trafford Key Questions

F1 Which stories are special and why?

F2 Which people are special and why?

At Key Stage 1, the Manchester, Salford, Stockport, Tameside and Trafford syllabus specifies that children learn about Christianity and one other principal religion, Judaism or Islam being recommended. Discovery RE offers the choice of Christianity and Judaism and/or Islam in Key Stage 1, so offers Manchester, Salford, Stockport, Tameside and Trafford schools similar coverage.

The Manchester, Salford, Stockport, Tameside and Trafford syllabus includes some suggested programmes of study. While these are not prescriptive they will point teachers in the direction of certain content. This Key Stage 1 content is covered through the key questions listed below:

Please compare to the overview grid below.

| Strand     | Key Questions  | Comments  |
|------------|--|---|
| Believing  | 1.1 Who is a Christian and what do they believe?   | It is recommended that schools teach unit 1.1. plus at least one from 1.2 and 1.3 |
|            | 1.2 Who is a Muslim and what do they believe? Y2   |   |
|            | 1.3 Who is Jewish and what do they believe?  |   |
|            | 1.4 What can we learn from sacred books? Christians, Muslims and/or Jews                                 |   |
| Expressing | 1.5 What makes some places sacred? Christians, Muslims and/or Jews                                       |   |
|            | 1.6 How and why do we celebrate special and sacred times? Christians, Jews and/or Muslims                |   |
| Living     | 1.7 What does it mean to belong to a faith community? Christians, Muslims and Jews                       |   |
|            | 1.8 How should we care for others and the world, and why does it matter? Christians, Muslims and/or Jews |   |

‘It is recommended that schools choose a minimum of 3 key questions per year, balancing across the strands. Key question 1.6 can be split across the two years as schools encounter and explore major celebrations each year.’

In the Discovery RE Key Stage 1 enquiries, children study Christianity and one or two other religions specifically Judaism and/or Islam. The subject content shows significant overlap to that listed in the Manchester, Salford, Stockport, Tameside and Trafford syllabus suggested key questions focusing on significant people and writings, places of worship, special times and how believers show commitment and live their lives.

To give an example, the Manchester, Salford, Stockport, Tameside and Trafford syllabus ‘Living’ strand Key Question 1.8. ‘How should we care for others and the world, and why does it matter?’ would fit with the Year 1

Discovery RE enquiry 'Does God want Christians to look after the world?'

At Key Stage 2, pupils study Christianity and at least three other religions from Hinduism, Islam and Judaism.

The Manchester, Salford, Stockport, Tameside and Trafford syllabus includes some suggested programmes of study. While these are not prescriptive they will point teachers in the direction of certain content. This Key Stage 2 content is covered through the key questions listed below.

| Strand     | Key Questions - Lower KS2  | Key Questions - Upper KS2  |
|------------|--|--|
| Believing  | L2.1 What do different people believe about God? Christians, Hindus and/or Muslims (Y3)  | U2.1 Why do some people think God exists? Christians and non-religious (e.g. Humanists) (Y5)   |
|            | L2.2 Why is the Bible so important for Christians today? (Y3)  | U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) (Y5)   |
|            | L2.3 Why is Jesus inspiring to some people? (Y4)   | U2.3 What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists) (Y6)   |
| Expressing | L2.4 Why do people pray? Christians, Hindus and/or Muslims (Y3)  | U2.4 If God is everywhere, why go to a place of worship? Christians, Hindus and/or Jews (Y5)   |
|            | L2.5 Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jews (Y3 & Y4)   | U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious responses (e.g. Humanists) (Y6) |
|            | L2.6 Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and/or Jews and nonreligious responses (e.g. Humanist) (Y4) |  |
| Living     | L2.7 What does it mean to be a Christian in Britain today? (Y3)  | U2.6 What does it mean to be a Muslim in Britain today? (Y5)   |
|            | L2.8 What does it mean to be a Hindu in Britain today? (Y4)  | U2.7 What matters most to Christians and Humanists? (Y6)   |
|            | L2.9 What can we learn from religions about deciding what is right and wrong? Christians, Jews and non-religious responses (e.g. Humanist) (Y4)                                      | U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Christians, Hindus and/or Muslims (Y6)                          |

Discovery RE provides material covering content for the six principal religions up to the end of Key Stage 2. As this includes the four religions recommended in the syllabus, Manchester, Salford, Stockport, Tameside and Trafford schools would have the content they need in Discovery RE to help fulfil the syllabus requirements.

Much of the content is similar, an example of this would be in the Manchester, Salford, Stockport, Tameside and Trafford strand 'Expressing' U2.4 If God is everywhere, why go to a place of worship? Christians, Hindus and/or Jewish people (Y5) would fit with the Year 4 Discovery RE enquiry 'Do people need to go to church to show they are Christians?'

Another example from a different religion (Hinduism) would be the Key Stage 2 question L2.5 'Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jews'. This would cover similar ground to the Discovery RE enquiry 'Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?'

Manchester, Salford, Stockport, Tameside and Trafford schools would have plenty of choice in using Discovery RE material and would be able to cover the recommended religious content. Some areas may need to be topped up to ensure total coverage, however Discovery RE offers a framework that this content could be delivered in.

Please compare to the overview grid below.

#### 4. The assessment process

##### Assessment in Discovery RE

Mindful that the majority of agreed syllabi for RE around the country used to align themselves to the 2 attainment target and 8-level scale system of assessing children’s RE learning, the original edition of Discovery RE followed this pattern in order to be of service to teachers.

Some people are still obliged to follow agreed syllabi containing this system, so Discovery RE continues to reference the 2 attainment targets (albeit teasing out the different aspects of AT2).

However, mindful of the educational landscape ‘beyond levels’, we also offer an alternative colour-coded system:

- **End of key stage age-related expectations for KS1, lower KS2 and upper KS2.** This is similar to the RE Council non-statutory framework for RE (2013) which also suggests end of KS3 expectations, summarised as: (Abridged NCFRE showing the 3 strands A, B and C. (For Curriculum Framework for RE, just Google).

#### End of Key Stage colour-coded descriptors in Discovery RE

| “WORKING AT” expectation.<br><br><u>Most</u> children are expected to reach these expectations. | <b>GREEN DESCRIPTORS</b><br>Personal resonance with or reflection on<br><ul style="list-style-type: none"> <li>• The concept / belief underlying the subject matter of the enquiry</li> <li>• Child’s own thoughts, opinions, belief, empathy.</li> </ul>  | <b>BLUE DESCRIPTORS</b><br>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)  | <b>RED DESCRIPTORS</b><br>Skills of evaluation and critical thinking in relation to the big enquiry question   |
|---|--|---|--|
| End of Key Stage 1<br>(Year 2, Age 7, ‘old’ Level 2)  | <ul style="list-style-type: none"> <li>• I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world</li> <li>• I can verbalise and / or express my own thoughts</li> </ul>   | I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc. | I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.                        |
| End of LOWER key Stage 2<br>(Year 4, Age 9, ‘old’ Level 3)                                      | <ul style="list-style-type: none"> <li>• I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews.</li> <li>• I can express my own opinions and start to support them with rationale.</li> </ul>   | I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.                       | I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.  |
| End of Key Stage 2<br>(Year 6, Age 11, ‘old’ Level 4)   | <ul style="list-style-type: none"> <li>• I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/ beliefs</li> <li>• I can express my own thoughts etc having reflected on them in relation to other people’s.</li> </ul> | I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.  | I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale. |

- **3 age-related expectation descriptors for each enquiry in each year group.** These expectations (working AT, TOWARDS and BEYOND) give guidance for assessing each of the 3 aspects of learning involved and made explicit in Discovery RE. Schools can, of course, use the language of their choice to describe these expectations (e.g. developing, secure, exceeding) in order to ensure RE is in line with the school's system.

The 3 aspects of learning are colour-coded:

**Green: personal resonance with or reflection on... (formerly AT2 personal)**

**Blue: knowledge and understanding of... (formerly AT1)**

**Red: evaluation/critical thinking in relation to the enquiry question (formerly AT2 impersonal).**

This colour coding runs through the planning and activity sheets so the teacher can see which activity is focused on which aspect of learning, and follow this through in the expectation descriptors (Working TOWARDS, Working AT and Working BEYOND) and in the exemplification. This will make it easier to link teaching with learning outcomes, as RE is a complex subject to assess.

| Year 3 Summer 2                                       | What is the best way for a Sikh to show commitment to God?  | Comments |
|---|---|----------|
| <b>WORKING TOWARDS</b><br><br>(Level 2)               | <p>I can talk about different ways that I show commitment.</p> <p>I can talk about some ways Sikhs show commitment to God.</p> <p>I can show an understanding that Sikhs choose different levels/types of commitment and that's OK.</p>   |          |
| <b>Year 3 expectation WORKING AT</b><br><br>(Level 3) | <p>I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me.</p> <p>I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.</p> <p>I can start to evaluate which ways may show more or less commitment to God for Sikhs.</p>   |          |
| <b>WORKING BEYOND</b><br><br>(Level 4)                | <p>I can explain that there are many different ways I can show commitment to people or to my goals and can show an understanding that I may have different levels of commitment to different things.</p> <p>I can explain how Sikhs have a range of ways to show commitment to God and understand that some of these will be more significant to some Sikhs than others.</p> <p>I can start to express my own opinion about which ways may express more commitment than others for Sikhs.</p> |          |

#### Assessment process in the syllabus

The Manchester, Salford, Stockport, Tameside and Trafford agreed syllabus states that by the end of each key stage pupils are expected to show progress using criteria arising from the relevant programmes of study. Assessment will be related to end of key stage expectations; learning outcomes are included in the syllabus.

Progress steps will centre on the three aims

- Knowing about and understanding religions and world views
- Expressing and communicating ideas related to religions and world view
- Gaining and developing the skills for studying religions and world views

In describing this progress in RE, the syllabus aims to help pupils develop increasing understanding of RE subject knowledge, whilst developing their religious literacy. Some examples are included for consideration along with the suggestion that teachers employ the vocabulary 'emerging' 'expected' and 'exceeding' as descriptors of understanding

Discovery RE 3rd edition, being conscious of the variety of assessment models used in schools, has developed a colour-coded assessment process with 3 age-related expectations for the end of each enquiry as well as summary descriptors at the end of each Key Stage. This is in line with recent developments in assessment which have moved away from attainment targets and the eight-level scale. Discovery RE does, however, still cross-reference to the Attainment Targets 1 and 2 and eight level scale used in some syllabi.



### **To summarise: How well will Discovery RE serve your syllabus?**

Looking back over the 4 points of comparison it is clear that Discovery RE could significantly help schools deliver the Manchester, Salford, Stockport, Tameside and Trafford syllabus.

#### **1. Pedagogies**

Discovery RE, using an enquiry-based approach throughout, would support the principal aim of the Manchester, Salford, Stockport, Tameside and Trafford syllabus – ‘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.’

#### **2. Which religions when?**

Christianity is taught in each year group. Manchester, Salford, Stockport, Tameside and Trafford schools need to study three other principal religions in depth during Key Stages 1 and 2 as well as encountering other religions and non-religious responses as and when appropriate, recognising the need to reflect the context of each school. As Discovery RE includes enquiries on the 6 principal religions, Manchester, Salford, Stockport, Tameside and Trafford schools would be able to use Discovery RE to meet their requirements.

#### **3. Subject knowledge**

The subject content required by the Manchester, Salford, Stockport, Tameside and Trafford syllabus shows significant overlap with Discovery RE enquiries, especially in relation to belonging to a faith community, the importance of holy books, special people and the way that commitment impacts on daily life. With a few additions, for example more information on some specific Rites of Passage, Discovery RE could provide the framework to deliver the Manchester, Salford, Stockport, Tameside and Trafford syllabus.

#### **4. Assessment**

Finally, the timing of the assessment process used by the Manchester, Salford, Stockport, Tameside and Trafford syllabus is also used in Discovery RE. The end of key stage expectation descriptors developed in Discovery RE recognise the developments nationally to assess ‘beyond levels’. The Manchester, Salford, Stockport, Tameside and Trafford syllabus offers three summary pyramid diagrams for consideration. These three diagrams relate closely to the three aims at the centre of the syllabus – these are listed earlier.

### **Support for Discovery RE schools in Manchester, Salford, Stockport, Tameside and Trafford**

[www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com)

We offer the website to Discovery RE users as an ongoing hub of support. People are welcome to contribute. Termly newsletters, fresh articles and additional resources are added regularly. Alerts are sent out via email.

We do our best to offer ongoing support to schools using Discovery RE by:

- Offering each school a mentor, always on hand to answer any questions and offer support and advice
- Giving password-protected access to the Discovery RE Community Area on the website (the login details will be sent via email)
- Termly newsletters including updates and more teaching/learning ideas

#### **Our Philosophy**

Our belief is that, using an enquiry-based model well, children’s critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced.

This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.





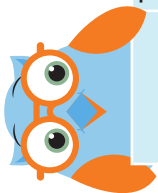
Discovery RE uses a four-step enquiry model -

The four steps are: **Engagement, Investigation, Evaluation and Expression**

These steps allow for an enquiry based learning experience that starts in the child's own world, takes them on a journey into the world of religion and challenges them to think evaluatively about big questions, before reflecting on and expressing their own thoughts. It lends itself to independent work, small and whole group work and a wide range of exciting teaching and learning opportunities. Discovery RE embraces the need to challenge and extend children individually whilst encouraging skills of reflection and empathy.

Discovery RE is a thoughtful and creative set of RE planning for the whole Primary school, F1/2 to Year 6. We hope it makes teachers' lives easier and short-cuts the planning process, freeing them to design exciting and challenging teaching/learning activities for each lesson/enquiry.

**Jan Lever**



## Overview Years F1/2 to Year 6

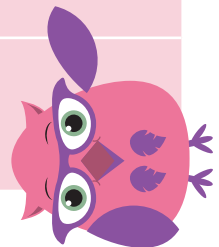
|             | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|-------------|--|--|---|--|---|---|
| <b>F1/2</b> | <b>Theme:</b> Special People<br><b>Key Question:</b> What makes people special?<br><b>Religions:</b> Christianity, Judaism | <b>Theme:</b> Christmas<br><b>Concept:</b> Incarnation<br><b>Key Question:</b> What is Christmas?<br><b>Religion:</b> Christianity | <b>Theme:</b> Celebrations<br><b>Key Question:</b> How do people celebrate?<br><b>Religions:</b> Hinduism | <b>Theme:</b> Easter<br><b>Concept:</b> Salvation<br><b>Key Question:</b> What is Easter?<br><b>Religion:</b> Christianity | <b>Theme:</b> Stories<br><b>Key Question:</b> What can we learn from stories?<br><b>Religions:</b> Christianity, Islam, Hinduism, Sikhism | <b>Theme:</b> Special Places<br><b>Key Question:</b> What makes places special?<br><b>Religions:</b> Christianity, Islam, Judaism |

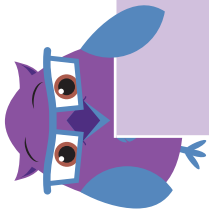
|          |   |  |  |  |  |   |
|----------|---|--|--|--|--|---|
| <b>1</b> | <b>Theme:</b> Creation Story<br><b>Concept:</b> God/Creation<br><b>Key Question:</b> Does God want Christians to look after the world?<br><b>Religion:</b> Christianity | <b>Theme:</b> Christmas<br><b>Concept:</b> Incarnation<br><b>Key Question:</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?<br><b>Religion:</b> Christianity | <b>Theme:</b> Jesus as a friend<br><b>Concept:</b> Incarnation<br><b>Key Question:</b> Was it always easy for Jesus to show friendship?<br><b>Religion:</b> Christianity | <b>Theme:</b> Easter - Palm Sunday<br><b>Concept:</b> Salvation<br><b>Key Question:</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?<br><b>Religion:</b> Christianity | <b>Theme:</b> Shabbat<br><b>Key Question:</b> Is Shabbat important to Jewish children?<br><b>Religion:</b> Judaism | <b>Theme:</b> Rosh Hashanah and Yom Kippur<br><b>Key Question:</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?<br><b>Religion:</b> Judaism |
|----------|---|--|--|--|--|---|



There is an additional optional Judaism enquiry at the end of the Year 1 section: Does celebrating Chanukah make Jewish children feel closer to God?

|          |   |   |  |   |   |   |
|----------|---|---|--|---|---|---|
| <b>2</b> | <b>Theme:</b> What did Jesus teach?<br><b>Key Question:</b> Is it possible to be kind to everyone all of the time?<br><b>Religion:</b> Christianity | <b>Theme:</b> Christmas - Jesus as gift from God<br><b>Concept:</b> Incarnation<br><b>Key Question:</b> Why do Christians believe God gave Jesus to the world?<br><b>Religion:</b> Christianity | <b>Theme:</b> Passover<br><b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?<br><b>Religion:</b> Judaism<br><b>Theme:</b> Prayer at home<br><b>Key Question:</b> Does praying at regular intervals help a Muslim in his/her everyday life?<br><b>Religion:</b> Islam | <b>Theme:</b> Easter - Resurrection<br><b>Concept:</b> Salvation<br><b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion?<br><b>Religion:</b> Christianity | <b>Theme:</b> The Covenant<br><b>Key Question:</b> How special is the relationship Jews have with God?<br><b>Religion:</b> Judaism<br><b>Theme:</b> Community and Belonging<br><b>Key Question:</b> Does going to a Mosque give Muslims a sense of belonging?<br><b>Religion:</b> Islam | <b>Theme:</b> Rites of Passage and good works<br><b>Key Question:</b> What is the best way for a Jew to show commitment to God?<br><b>Religion:</b> Judaism<br><b>Theme:</b> Hajj<br><b>Key Question:</b> Does completing Hajj make a person a better Muslim?<br><b>Religion:</b> Islam |
|----------|---|---|--|---|---|---|





## Overview Years F1/2 to Year 6

|   |   |   |   |   |   |  |
|---|---|---|---|---|---|--|
| 3 | <p><b>Theme:</b> Divali</p> <p><b>Key Question:</b> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p><b>Religion:</b> Hinduism</p> | <p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Has Christmas lost its true meaning?</p> <p><b>Religion:</b> Christianity</p> | <p><b>Theme:</b> Jesus' Miracles</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p><b>Religion:</b> Christianity</p> | <p><b>Theme:</b> Easter - Forgiveness</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> What is 'good' about Good Friday?</p> <p><b>Religion:</b> Christianity</p> | <p><b>*Theme:</b> Hindu Beliefs</p> <p><b>Key Question:</b> How can Brahman be everywhere and in everything?</p> <p><b>Religion:</b> Hinduism</p>               | <p><b>*Theme:</b> Pilgrimage to the River Ganges</p> <p><b>Key Question:</b> Would visiting the River Ganges feel special to a non-Hindu?</p> <p><b>Religion:</b> Hinduism</p> |
|   | <p><b>*Theme:</b> The Amrit Ceremony and the Khalsa</p> <p><b>Key Question:</b> Does joining the Khalsa make a person a better Sikh?</p> <p><b>Religion:</b> Sikhism</p>                      | <p><b>Religion:</b> Christianity</p>  | <p><b>Religion:</b> Christianity</p>  | <p><b>*Theme:</b> Sharing and Community</p> <p><b>Key Question:</b> Do Sikhs think it is important to share?</p> <p><b>Religion:</b> Sikhism</p>                              | <p><b>*Theme:</b> Prayer and Worship</p> <p><b>Key Question:</b> What is the best way for a Sikh to show commitment to God?</p> <p><b>Religion:</b> Sikhism</p> |  |

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| 4 | <p><b>Theme:</b> Beliefs and Practices</p> <p><b>Key Question:</b> How special is the relationship Jews have with God?</p> <p><b>Religion:</b> Judaism</p> | <p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> What is the most significant part of the nativity story for Christians today?</p> <p><b>Religion:</b> Christianity</p> | <p><b>Theme:</b> Passover</p> <p><b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?</p> <p><b>Religion:</b> Judaism</p> | <p><b>Theme:</b> Easter</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> Is forgiveness always possible for Christians?</p> <p><b>Religion:</b> Christianity</p> | <p><b>Theme:</b> Rites of Passage and good works</p> <p><b>Key Question:</b> What is the best way for a Jew to show commitment to God?</p> <p><b>Religion:</b> Judaism</p> | <p><b>Theme:</b> Prayer and Worship</p> <p><b>Key Question:</b> Do people need to go to church to show they are Christians?</p> <p><b>Religion:</b> Christianity</p> |
|   | <p><b>Theme:</b> Buddha's teachings</p> <p><b>Key Question:</b> Is it possible for everyone to be happy?</p> <p><b>Religion:</b> Buddhism</p>              | <p><b>Theme:</b> The 8-fold path</p> <p><b>Key Question:</b> Can the Buddha's teachings make the world a better place?</p> <p><b>Religion:</b> Buddhism</p>  | <p><b>Theme:</b> The 8-fold path</p> <p><b>Key Question:</b> What is the best way for a Buddhist to lead a good life?</p> <p><b>Religion:</b> Buddhism</p>      | <p><b>Key Question:</b> What is the best way for a Jew to show commitment to God?</p> <p><b>Religion:</b> Christianity</p>   | <p><b>Key Question:</b> What is the best way for a Jew to show commitment to God?</p> <p><b>Religion:</b> Christianity</p>   | <p><b>Key Question:</b> What is the best way for a Jew to show commitment to God?</p> <p><b>Religion:</b> Christianity</p>   |

There is an additional optional Christianity enquiry at the end of the Year 4 section: Why are there four Gospels and how are they relevant to Christians today?

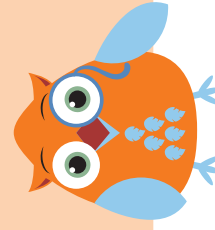


## Overview Years F1/2 to Year 6

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|----------|--|---|--|--|--|---|
| <b>5</b> | <p><b>*Theme:</b><br/>Belief into action</p> <p><b>Key Question:</b><br/>How far would a Sikh go for his/her religion?</p> <p><b>Religion:</b> Sikhism</p> <p><b>*Theme:</b><br/>Prayer and Worship</p> <p><b>Key Question:</b><br/>What is the best way for a Hindu to show commitment to God?</p> <p><b>Religion:</b> Hinduism</p> | <p><b>Theme:</b><br/>Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b><br/>Is the Christmas story true?</p> <p><b>Religion:</b> Christianity</p> | <p><b>*Theme:</b><br/>Beliefs and moral values</p> <p><b>Key Question:</b><br/>Are Sikh stories important today?</p> <p><b>Religion:</b> Sikhism</p> <p><b>*Theme:</b><br/>Hindu Beliefs</p> <p><b>Key Question:</b><br/>How can Brahman be everywhere and in everything?</p> <p><b>Religion:</b> Hinduism</p> | <p><b>Theme:</b><br/>Easter</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b><br/>How significant is it for Christians to believe God intended Jesus to die?</p> <p><b>Religion:</b> Christianity</p> | <p><b>*Theme:</b><br/>Prayer and Worship</p> <p><b>Key Question:</b><br/>What is the best way for a Sikh to show commitment to God?</p> <p><b>Religion:</b> Sikhism</p> <p><b>*Theme:</b><br/>Beliefs and moral values</p> <p><b>Key Question:</b><br/>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p><b>Religion:</b> Hinduism</p> | <p><b>Theme:</b><br/>Beliefs and Practices</p> <p><b>Key Question:</b><br/>What is the best way for a Christian to show commitment to God?</p> <p><b>Religion:</b> Christianity</p> |
|----------|--|---|--|--|--|---|

There is an additional optional Christianity enquiry at the end of the Year 5 section: Does belief in the Trinity help Christians make better sense of God as a whole?

|          |   |   |  |   |   |  |
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| <b>6</b> | <p><b>Theme:</b><br/>Beliefs and Practices</p> <p><b>Key Question:</b><br/>What is the best way for a Muslim to show commitment to God?</p> <p><b>Religion:</b> Islam</p> | <p><b>Theme:</b><br/>Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b><br/>How significant is it that Mary was Jesus' mother?</p> <p><b>Religion:</b> Christianity</p> <p><b>Theme:</b><br/>Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b><br/>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p><b>Religion:</b> Christianity</p> | <p><b>Theme:</b><br/>Beliefs and Meaning</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b><br/>Is anything ever eternal?</p> <p><b>Religion:</b> Christianity</p> | <p><b>Theme:</b><br/>Easter</p> <p><b>Concept:</b> Gospel</p> <p><b>Key Question:</b><br/>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p><b>Religion:</b> Christianity</p> | <p><b>Theme:</b><br/>Beliefs and Practices</p> <p><b>Key Question:</b><br/>What is the best way for a Muslim to show commitment to God?</p> <p><b>Religion:</b> Islam</p> | <p><b>Theme:</b><br/>Beliefs and moral values</p> <p><b>Key Question:</b><br/>Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p><b>Religion:</b> Islam</p> <p><i>NB: This enquiry is taught in 2 sections over the term</i></p> |
|----------|---|---|--|---|---|--|



There is an additional optional Christianity enquiry at the end of the Year 6 section: How did Jesus create a 'New Covenant' and what does that mean to Christians today?



## Discovery RE 3rd edition Content summary for each Discovery RE enquiry

### Christianity

| Year & Term        | Discovery RE enquiry question   | Key Content   |
|--------------------|---|---|
| F1/2<br>Autumn 1   | What makes people special?  | Family, friends, role models, Jesus, Moses  |
| F1/2<br>Autumn 2   | What is Christmas?<br><b>Concept: Incarnation</b>   | Giving, thanks, Christmas story, shepherds, wise men, Nativity  |
| F1/2<br>Spring 1   | How do people celebrate?  | New Year, Chinese New Year, Nowruz (Persian New Year), Holi   |
| F1/2<br>Spring 2   | What is Easter?<br><b>Concept: Salvation</b>  | Spring, Easter Eggs, Palm Sunday, cross   |
| F1/2<br>Summer 1   | What can we learn from stories?   | Boy who cried wolf, Crocodile and the priest (Sikh), Bilal and the butterfly (Muslim), Gold Giving Serpent (Indian), The elephant and the dog (Asian), The parable of the lost coin |
| F1/2<br>Summer 2   | What makes places special?  | Home, global homes, the world, church, mosque, synagogue  |
| Year 1<br>Autumn 1 | Does God want Christians to look after the world?<br><b>Concept: God/Creation</b>   | Creation Story - environmental issues recycling/ stewardship  |
| Year 1<br>Autumn 2 | What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?<br><b>Concept: Incarnation</b> | Giving - care taken as to the choice of gift  |
| Year 1<br>Spring 1 | Was it always easy for Jesus to show friendship?<br><b>Concept: Incarnation</b>   | Zacchaeus - Jesus stills the storm<br>Lazarus - friendship  |
| Year 1<br>Spring 2 | Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?<br><b>Concept: Salvation</b>                                | Preparing for a special person<br>The Messiah   |
| Year 2<br>Autumn 1 | Is it possible to be kind to everyone all of the time?  | Good Samaritan, Love your neighbour, Healing the paralysed man<br>Saviour, Advent, Jesus' teachings   |
| Year 2<br>Autumn 2 | Why do Christians believe God gave Jesus to the world?<br><b>Concept: Incarnation</b>   | Saviour, Advent, Jesus' teachings   |
| Year 2<br>Spring 2 | How important is it to Christians that Jesus came back to life after his crucifixion?<br><b>Concept: Salvation</b>                        | Easter symbols - resurrection- new life - egg   |

## Christianity cont.

|                          |   |   |
|--------------------------|---|---|
| Year 3<br>Autumn 2       | Has Christmas lost its true meaning?<br><b>Concept: Incarnation</b>   | Symbols, key message to Christians  |
| Year 3<br>Spring 1       | Could Jesus heal people? Were these miracles or is there some other explanation?<br><b>Concept: Incarnation</b>                       | Jesus and the blind man - The paralysed man - Miracles  |
| Year 3<br>Spring 2       | What is 'good' about Good Friday?<br><b>Concept: Salvation</b>  | The Last Supper, Crucifixion, forgiveness   |
| Year 4<br>Autumn 2       | What is the most significant part of the nativity story for Christians today?<br><b>Concept: Incarnation</b>                          | Christmas symbols, angel, star, gifts, Incarnation, Christingle   |
| Year 4<br>Spring 2       | Is forgiveness always possible for Christians?<br><b>Concept: Salvation</b>   | The Last Supper, Forgiveness, Jesus' teachings on enemies, anger, revenge,  |
| Year 4<br>Summer 2       | Do people need to go to church to show they are Christians?   | Church, baptism, Eucharist, worship, daily life, prayer   |
| Year 5<br>Autumn 2       | Is the Christmas story true?<br><b>Concept: Incarnation</b>   | Christmas story   |
| Year 5<br>Spring 2       | How significant is it for Christians to believe God intended Jesus to die?<br><b>Concept: Salvation</b>                               | Last Supper, Holy week, Crucifixion   |
| Year 5<br>Summer 2<br>or | What is the best way for a Christian to show commitment to God?   | Love your neighbour, Faith in action, Christian charities, Mother Teresa, Martin Luther King, prayer, Communion, church |
|                          | Does belief in the Trinity help Christians make better sense of God as a whole?   | Trinity, Bible, church, hymns, creeds, Gospels  |
| Year 6<br>Autumn 2<br>or | How significant is it that Mary was Jesus' mother?<br><b>Concept: Incarnation</b>   | Mary in art<br>Why was Mary chosen?<br>Joseph   |
|                          | Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?<br><b>Concept: Incarnation</b> | Celebrations and traditions, symbols  |
| Year 6<br>Spring 1       | Is anything ever eternal?<br><b>Concept: Salvation</b>  | Jesus teachings and parables, Lost Son, 10 lepers, 2 Great commandments, agape, heaven, love                            |
| Year 6<br>Spring 2       | Is Christianity still a strong religion 2000 years after Jesus was on Earth?<br><b>Concept: Gospel</b>                                | Festivals, charities, Christianity in society   |

## Buddhism

| Year & Term        | Discovery RE enquiry question                             | Key Content  |
|--------------------|---|--|
| Year 4<br>Autumn 1 | Is it possible for everyone to be happy?                  | Life of the Buddha, the search for enlightenment   |
| Year 4<br>Spring 1 | Can the Buddha's teachings make the world a better place? | The 8-fold path, 3 universal truths, suffering, Buddha's teachings, Right Speech   |
| Year 4<br>Summer 1 | What is the best way for a Buddhist to lead a good life   | The 8-fold path (Right Viewpoint, Right Awareness, Right Speech, Right Concentration, Right Action, Right Thought, Right Effort and Right Living). |

## Hinduism

| Year & Term        | Discovery RE enquiry question  | Key Content   |
|--------------------|--|---|
| Year 3<br>Autumn 1 | Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? | Story of Rama and Sita, Divali, Lakshmi, temple             |
| Year 3<br>Summer 1 | How can Brahman be everywhere and in everything?   | Brahman, deities, Ganesha, Trimurti                         |
| Year 3<br>Summer 2 | Would visiting the River Ganges feel special to a non-Hindu?   | River Ganges, pilgrimage, funeral customs, Varanasi         |
| Year 5<br>Autumn 1 | What is the best way for a Hindu to show commitment to God?  | Murtis, worship at home (Puja), 4 goals, Dharma, Pilgrimage |
| Year 5<br>Spring 1 | How can Brahman be everywhere and in everything?   | Is there a soul?, trimurti, God, deities                    |
| Year 5<br>Summer 1 | Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?                                 | Good deeds, Rama, re-incarnation, Sadhu                     |

## Islam

| Year & Term        | Discovery RE enquiry question  | Key Content  |
|--------------------|--|--|
| Year 2<br>Spring 1 | Does praying at regular intervals help a Muslim in his/ her everyday life? | Prayer, commitment to Allah  |
| Year 2<br>Summer 1 | Does going to a mosque give Muslims a sense of belonging?                  | Mosque, washing, prayer in a mosque  |
| Year 2<br>Summer 2 | Does completing Hajj make a person a better Muslim?                        | Pilgrimage - Hajj - Makkah - significance - 5 pillars                              |
| Year 6<br>Autumn 1 | What is the best way for a Muslim to show commitment to God                | 5 pillars - prayer - charity -fasting - Hajj pilgrimage                            |
| Year 6<br>Summer 1 | Does belief in Akhirah (life after death) help Muslims lead good lives?    | Actions/consequences, Greater Jihad, Military Jihad, Qur'an, Lesser Jihad/Holy War |
| Year 6<br>Summer 2 |  |  |

## Judaism

| Year & Term        | Discovery RE enquiry question   | Key Content  |
|--------------------|---|--|
| Year 1<br>Summer 1 | Is Shabbat important to Jewish children?                              | Special day - Shabbat meal - synagogue   |
| Year 1<br>Summer 2 | <i>Are Rosh Hashanah and Yom Kippur important to Jewish children?</i> | Forgiveness - repentance -<br>Food and symbolism<br>New year plans, prayer, synagogue          |
| Year 1<br>Summer 2 | Does celebrating Chanukah make Jewish children feel closer to God?    | Chanukah story, miracle, celebration   |
| Year 2<br>Spring 1 | How important is it for Jewish people to do what God asks them to do? | Covenant, Abraham, Moses, Passover, the Exodus, Seder meal - symbolism                         |
| Year 2<br>Summer 1 | How special is the relationship Jews have with God?                   | Abraham - Covenant - Birth of Isaac, Moses and the 10 commandments, Mezuzah, Shema             |
| Year 2<br>Summer 2 | What is the best way for a Jew to show commitment to God?             | Bar/Bat Mitzvah - Mitzvah day<br>Tu B'Shevat (tree)  |
| Year 4<br>Autumn 1 | How special is the relationship Jews have with God?                   | Covenant, Abraham, Isaac, Moses, Ten Commandments, Synagogue, Torah, Ner Tamid, Mezuzah, Shema |
| Year 4<br>Spring 1 | How important is it for Jewish people to do what God asks them to do? | Kashrut, Kosher, Passover, Seder Meal  |
| Year 4<br>Summer 1 | What is the best way for a Jew to show commitment to God?             | Rites of Passage and good works, Shabbat, Bar/Bat Mitzvah, Mitzvoth<br>Tu B'Shevat (tree)      |

## Sikhism

| Year & Term        | Discovery RE enquiry question                              | Key Content   |
|--------------------|--|---|
| Year 3<br>Autumn 1 | Does joining the Khalsa make a person a better Sikh?       | Khalsa, Amrit, 5Ks  |
| Year 3<br>Summer 1 | Do Sikhs think it is important to share?                   | Vaisakhi, Divali, Guru Hargobind, Gurdwara, Guru Granth Sahib, Langar   |
| Year 3<br>Summer 2 | What is the best way for a Sikh to show commitment to God? | 5 KS, Amrit, Khalsa recap, worship, Guru Granth Sahib, Mool Mantar, 3 Golden rules, Gurdwara                        |
| Year 5<br>Autumn 1 | How far would a Sikh go for his/ her religion?             | Guru Nanak, Worship, the Langar, the Golden Temple of Amritsar, marriage, 5Ks                                       |
| Year 5<br>Spring 1 | Are Sikh stories important today?                          | Guru Granth Sahib, Guru Nanak and the jasmine flower, Bhai Lalo and Malik Bhago, Vaisakhi, Guru Nanak and the Cobra |
| Year 5<br>Summer 1 | What is the best way for a Sikh to show commitment to God? | 5 Ks, Gurdwara, Sewa  |