



## 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:

[office@janlevergroup.com](mailto:office@janlevergroup.com)

+44 (0)1202 377193

Very best wishes,

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

**Creator and Director: Discovery RE**





## Mapping Discovery RE to the Dudley Agreed Syllabus

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 Dudley agreed syllabus for RE states that,

'Religious education challenges pupils to reflect on, analyse and evaluate issues to do with belief, faith, beliefs about God, the purpose of life, ultimate meaning, the nature of reality, issues of right and wrong and what it means to be human.'

The syllabus uses an enquiry process to deliver RE throughout the key stages.

Discovery RE, with its enquiry model, embodies the same aim and approach as the Dudley syllabus.

### 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 Dudley agreed syllabus?**

The Dudley syllabus stipulates the following coverage:

During EYFS and Key Stage 1, pupils are introduced to at least two religious traditions, one of which must be Christianity.

During Key Stage 2, pupils study Christianity and at least one other religion in depth. Pupils will also be 'acquainted with' the other four principal religions. The six principal religions are listed as Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism

### **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 Dudley syllabus is structured around an enquiry approach. It gives schools choice over content but recommends topic units based on enquiry questions.

Discovery RE uses an enquiry based model in its programmes of study as well.

The Dudley syllabus states that,

'Religious education in the Early Years Foundation Stage should help children to develop empathy, values, and a capacity to make moral judgments and healthy choices'

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 Dudley syllabus. An example of the EYFS big questions in Discovery RE is:

What can we learn from stories?

These would fit well with the Dudley statement that,

'explicit religious stories and stories which are not explicitly religious may be used to encourage young people to reflect on their own feelings and experiences.'

At Key Stage 1, the Dudley syllabus specifies that children learn about Christianity and one other principal religion. Information on a third or fourth religion may be taught but the choice is left to the school.

Discovery RE offers the choice of Christianity and Judaism and/or Islam in Key Stage 1 so offers Dudley schools the opportunity to cover two or three of the recommended religions.



The Dudley syllabus includes some topic examples. While schools are free to develop their own schemes of work, these programmes will point teachers in the direction of certain content.

The Dudley syllabus content in Key Stage 1 could be covered using these topic example units:

- Harvest – why do people give thanks?
- Why is Christmas celebrated?
- Why is Purim celebrated?
- Are there signs of God?
- What is a good friend?
- What was Muhammad like?
- Who are Rama and Sita?
- Why did Jesus tell these stories?
- Why is Easter so important?
- Why do people pray?
- What did Jesus teach?
- Why are babies baptised?

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 in Discovery RE would help to deliver elements of the enquiry based topics suggested in the Dudley syllabus. Although content is not specified in the syllabus, areas like 'Believing', 'Story' and 'Celebrations' are covered extensively in Discovery RE. To give an example, the Dudley syllabus enquiry 'Why is Easter so important?' would fit with the Year 1 Discovery RE enquiry 'Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?'

At Key Stage 2, pupils study Christianity and at least one other religion in depth. The other four principal religions will also be encountered in Key Stage 2.

The Dudley syllabus includes some suggested enquiry topics for Key Stage 2. While schools are free to develop their own schemes of work, these programmes will point teachers in the direction of particular content.

These possible enquiries are listed as

- Who was Jesus?
- What is the Bible?
- Why do Muslims pray?
- What is the meaning of Christmas?
- How should animals be treated?
- What is Holy Communion?
- Who was Guru Nanak?
- Why is Pesach celebrated?
- Where do rules come from?
- What is prayer?
- Did Jesus make the blind see?
- What did the Buddha teach?
- Do Hindus believe in many gods?
- Does faith make a difference?
- Why is Muhammad important to Muslims?

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

There would be significant overlap for Dudley schools, although there is no content specified the suggested enquiry topics include elements covered in depth in Discovery RE.



Some examples of this would be,

- the Dudley enquiry 'Why do Muslims pray?' would fit well with the Discovery RE enquiry 'What is the best way for a Muslim to show commitment to God?'
- the Dudley enquiry 'What is the meaning of Christmas?' would fit well with the Discovery RE enquiry 'What is the most significant part of the nativity story for Christians today?'

Dudley schools would be able to cover the recommended principal religions using Discovery RE and would have plenty of choice in material. A lot would depend on the content chosen by Dudley schools, however if they chose to use Discovery RE they would find plenty of subject matter to ensure coverage.

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.  <b>Most</b> children are expected to reach these expectations.	<b>GREEN DESCRIPTORS</b> Personal resonance with or reflection on <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> Knowledge and understanding of the subject matter of that enquiry (subject knowledge)	<b>RED DESCRIPTORS</b> Skills of evaluation and critical thinking in relation to the big enquiry question
End of Key Stage 1 (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 (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.

<p>End of Key Stage 2 (Year 6, Age 11, 'old' Level 4)</p>	<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>	<p>I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.</p>	<p>I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.</p>
---	--	---	---

- 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
<p><b>WORKING TOWARDS</b></p> <p>(Level 2)</p>	<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>	
<p><b>Year 3 expectation</b></p> <p><b>WORKING AT</b></p> <p>(Level 3)</p>	<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>	
<p><b>WORKING BEYOND</b></p> <p>(Level 4)</p>	<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 key indicators of attainment in religious education in Dudley are contained in two attainment targets:

- Attainment target 1: Learning about Religion;
- Attainment target 2: Learning from Religion

and an 8-level scale to measure progress.

The 8-level scale and some information on exemplification are included in the syllabus to provide guidance.

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 to keep 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., making the assessment process in Discovery RE useful in relation to the Dudley syllabus.

### 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 help schools deliver the Dudley syllabus.

#### 1. Pedagogies

One of the aims of RE in Dudley is to enable pupils to,

‘explore their own beliefs, values and traditions and the grounds upon which their beliefs and values are based.’

The syllabus places great emphasis on enquiry in fulfilling this aim.

Discovery RE uses an enquiry based approach throughout all key stages and would provide Dudley schools with a way of delivering the content recommended in the syllabus.

#### 2. Which religions when?

Christianity is taught in each year group. Dudley schools need to study at least one other principal religion in depth up to the end of Key Stage 2 as well as encountering the other four principal faiths as and when appropriate, recognising the need to reflect the context of each school. As Discovery RE includes enquiries on the 6 principal religions, Dudley schools would be able to use Discovery RE to meet their requirements.

#### 3. Subject knowledge

The programmes of study in the Dudley syllabus provide significant opportunities for using Discovery RE enquiries, especially in relation to belonging to a faith community and the way that commitment impacts on daily life.

#### 4. Assessment

Finally, the assessment process used by the Dudley syllabus is also reflected in Discovery RE. The 2 Attainment targets are retained for schools who choose to continue to measure progress using this system, but Discovery RE has also introduced a 3-descriptor process for each enquiry, colour-coded to help teachers tease out learning in each of the 3 strands of RE identified in Discovery RE.

### Support for Discovery RE schools in Dudley

[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 -

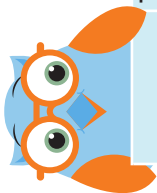
The four steps are: **Engagement, Investigation, Evaluation and Expression**

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

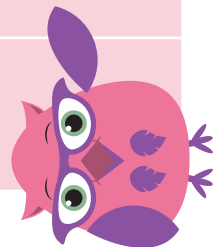
1	<b>Theme:</b> Creation Story <b>Concept:</b> God/Creation <b>Key Question:</b> Does God want Christians to look after the world? <b>Religion:</b> Christianity	<b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> What gifts might Christians in my town have given Jesus if he had been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

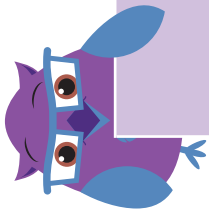


9

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?

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

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>Religion:</b> Christianity</p>	<p><b>Religion:</b> Christianity</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?

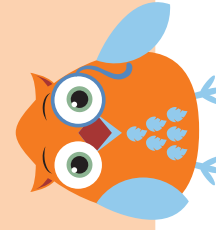


## Overview Years F1/2 to Year 6

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

6	<p><b>Theme:</b> Beliefs and Practices</p> <p><b>Key Question:</b> What is the best way for a Muslim to show commitment to God?</p> <p><b>Religion:</b> Islam</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> How significant is it that Mary was Jesus' mother?</p> <p><b>Religion:</b> Christianity</p> <p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> 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> Beliefs and Meaning</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> Is anything ever eternal?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter</p> <p><b>Concept:</b> Gospel</p> <p><b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Beliefs and Practices</p> <p><b>Key Question:</b> What is the best way for a Muslim to show commitment to God?</p> <p><b>Religion:</b> Islam</p>	<p><b>Theme:</b> Beliefs and Practices</p> <p><b>Key Question:</b> 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 Autumn 1	What makes people special?	Family, friends, role models, Jesus, Moses
F1/2 Autumn 2	What is Christmas? <b>Concept: Incarnation</b>	Giving, thanks, Christmas story, shepherds, wise men, Nativity
F1/2 Spring 1	How do people celebrate?	New Year, Chinese New Year, Nowruz (Persian New Year), Holi
F1/2 Spring 2	What is Easter? <b>Concept: Salvation</b>	Spring, Easter Eggs, Palm Sunday, cross
F1/2 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 Summer 2	What makes places special?	Home, global homes, the world, church, mosque, synagogue
Year 1 Autumn 1	Does God want Christians to look after the world? <b>Concept: God/Creation</b>	Creation Story - environmental issues recycling/ stewardship
Year 1 Autumn 2	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? <b>Concept: Incarnation</b>	Giving - care taken as to the choice of gift
Year 1 Spring 1	Was it always easy for Jesus to show friendship? <b>Concept: Incarnation</b>	Zacchaeus - Jesus stills the storm Lazarus - friendship
Year 1 Spring 2	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <b>Concept: Salvation</b>	Preparing for a special person The Messiah
Year 2 Autumn 1	Is it possible to be kind to everyone all of the time?	Good Samaritan, Love your neighbour, Healing the paralysed man Saviour, Advent, Jesus' teachings
Year 2 Autumn 2	Why do Christians believe God gave Jesus to the world? <b>Concept: Incarnation</b>	Saviour, Advent, Jesus' teachings
Year 2 Spring 2	How important is it to Christians that Jesus came back to life after his crucifixion? <b>Concept: Salvation</b>	Easter symbols - resurrection- new life - egg

### Christianity cont.

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

## Buddhism

Year & Term	Discovery RE enquiry question	Key Content
Year 4 Autumn 1	Is it possible for everyone to be happy?	Life of the Buddha, the search for enlightenment
Year 4 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 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 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 Summer 1	How can Brahman be everywhere and in everything?	Brahman, deities, Ganesha, Trimurti
Year 3 Summer 2	Would visiting the River Ganges feel special to a non-Hindu?	River Ganges, pilgrimage, funeral customs, Varanasi
Year 5 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 Spring 1	How can Brahman be everywhere and in everything?	Is there a soul?, trimurti, God, deities
Year 5 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 Spring 1	Does praying at regular intervals help a Muslim in his/ her everyday life?	Prayer, commitment to Allah
Year 2 Summer 1	Does going to a mosque give Muslims a sense of belonging?	Mosque, washing, prayer in a mosque
Year 2 Summer 2	Does completing Hajj make a person a better Muslim?	Pilgrimage - Hajj - Makkah - significance - 5 pillars
Year 6 Autumn 1	What is the best way for a Muslim to show commitment to God	5 pillars - prayer - charity -fasting - Hajj pilgrimage
Year 6 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 Summer 2		

## Judaism

Year & Term	Discovery RE enquiry question	Key Content
Year 1 Summer 1	Is Shabbat important to Jewish children?	Special day - Shabbat meal - synagogue
Year 1 Summer 2	<i>Are Rosh Hashanah and Yom Kippur important to Jewish children?</i>	Forgiveness - repentance - Food and symbolism New year plans, prayer, synagogue
Year 1 Summer 2	Does celebrating Chanukah make Jewish children feel closer to God?	Chanukah story, miracle, celebration
Year 2 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 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 Summer 2	What is the best way for a Jew to show commitment to God?	Bar/Bat Mitzvah - Mitzvah day Tu B'Shevat (tree)
Year 4 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 Spring 1	How important is it for Jewish people to do what God asks them to do?	Kashrut, Kosher, Passover, Seder Meal
Year 4 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 Tu B'Shevat (tree)

## Sikhism

Year & Term	Discovery RE enquiry question	Key Content
Year 3 Autumn 1	Does joining the Khalsa make a person a better Sikh?	Khalsa, Amrit, 5Ks
Year 3 Summer 1	Do Sikhs think it is important to share?	Vaisakhi, Divali, Guru Hargobind, Gurdwara, Guru Granth Sahib, Langar
Year 3 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 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 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 Summer 1	What is the best way for a Sikh to show commitment to God?	5 Ks, Gurdwara, Sewa