



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.

CEO: Discovery RE

Mapping Discovery RE to the Cornwall 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?)

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 Cornwall agreed syllabus?

The Cornwall syllabus stipulates the following coverage:

During Reception Children will encounter 'Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.'

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

During Key Stage 2 Pupils study Christianity, Hinduism, Islam and Judaism

Encounters with other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context

3. Subject Knowledge content

The overview grid at the end of this document 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.

The Cornwall syllabus is structured around a principal aim which is exemplified in the following three elements of the teaching and learning approach.

- To make sense of a range of religious and non-religious beliefs
- To understand the impact and significance of religious and non-religious belief
- To make connections between religious and non-religious beliefs, concepts, practices and ideas studied

As well as the main body of the syllabus, Cornwall is distinctive by including material specific to the local area. This content is called the Curriculum Kernewek and is included in an annex at the end of the syllabus. This annex contains four units of work which must be used to replace the corresponding units in the main body of the syllabus.

The Cornwall syllabus states that in Reception, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it.

Six units are provided in the syllabus – At least four of these should be taught

F1 Why is the word 'God' so important to Christians?

F2 Why is Christmas special for Christians?

F3 Why is Easter special for Christians?

F4 Being special: where do we belong?

F5 Which places are special and why?

F6 Which stories are special and why?

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 Cornwall syllabus.

The Six EYFS big questions in Discovery RE are:

1. What makes people special?
2. What is Christmas?
3. How do people celebrate?
4. What is Easter?
5. What can we learn from stories?
6. What makes places special?

These would fit well with the Cornwall requirements.

At Key Stage 1, the Cornwall syllabus specifies that children learn about Christianity, Islam and Judaism.

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

The Cornwall syllabus includes some units of study based around enquiry questions, Discovery RE takes a similar approach.

The Cornwall syllabus content in Key Stage 1 is covered through the following units of study

- 1.1 What do Christians believe God is like?
- 1.2 Who do Christians say made the world?
- 1.3 Why does Christmas matter to Christians?
- 1.4 What is the 'good news' Christians believe Jesus brings?
- 1.5 Why does Easter matter to Christians?
- 1.6 Who is a Muslim and how do they live? [Double unit]
- 1.7 Who is Jewish and how do they live? [Double unit]
- 1.8 What makes some places sacred to believers? - Christians and Muslims
- 1.9 How should we care for others and for the world, and why does it matter? Christians, Jews and non-religious worldviews
- 1.10 What does it mean to belong to a faith community? Christians, Jews, Muslims and non-religious worldviews

The table below shows how the Discovery RE enquiry units could help to deliver some of the suggested content

Key Stage 1

Cornwall		Discovery RE	
No	Key Unit	Enquiry question	Core content
1.1	What do Christians believe God is like?	Does God want Christians to look after the world?	Creation Story -environmental issues
1.2	Who do Christians say made the world?	Concept: God/Creation	recycling/ stewardship
1.3	Why does Christmas matter to Christians?	Why do Christians believe God gave Jesus to the world?	Saviour, Advent, Jesus' teachings,
		What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Giving – care taken as to the choice of gift
1.4	What is the 'good news' Christians believe Jesus brings?	Was it always easy for Jesus to show friendship?	Zacchaeus -- Jesus stills the storm
		Is it possible to be kind to everyone all of the time?	Lazarus - friendship Good Samaritan, Love your neighbour, Healing the paralysed man
1.5	Why does Easter matter to Christians?	How important is it to Christians that Jesus came back to life after his crucifixion?	Easter symbols – resurrection- new life - egg
		Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Preparing for a special person The Messiah
1.6	Who is a Muslim and how do they live? [Double unit]	Does praying at regular intervals help a Muslim in his/ her everyday life?	Prayer, commitment to Allah

1.7	Who is Jewish and how do they live? [Double unit]	How special is the relationship Jews have with God?	Abraham – Covenant – Birth of Isaac, Moses and the 10 commandments, Mezuzah, Shema
1.8	What makes some places sacred to believers? - Christians and Muslims	Does going to a mosque give Muslims a sense of belonging?	Mosque, washing, prayer in a mosque
1.9	How should we care for others and for the world, and why does it matter? Christians, Jews and non-religious worldviews	Is it possible to be kind to everyone all of the time?	Good Samaritan, Love your neighbour, Healing the paralysed man
1.10	What does it mean to belong to a faith community? Christians, Jews, Muslims and non-religious worldviews	Does completing Hajj make a person a better Muslim?	Pilgrimage – Hajj – Makkah – significance – 5 pillars
		What is the best way for a Jew to show commitment to God?	Bar/Bat Mitzvah - Mitzvah day Tu B'Shevat (tree)
Cornwall		Discovery RE	

Key Stage 2:

At Key Stage 2 Pupils study Christianity, Hinduism, Judaism and Islam. Local demographics can influence the study of other belief systems.

The Cornwall syllabus includes some units of study for Lower and Upper Key Stage 2.

The table below shows how the Discovery RE enquiry units could help to deliver some of the suggested content

Lower Key Stage 2

Cornwall		Discovery RE	
No	Key Unit	Enquiry question	Core content
L2.1	What do Christians learn from the Creation story?	Do people need to go to church to show they are Christians?	Church, baptism, Eucharist, worship, daily life, prayer - stewardship
L2.2	What is it like for someone to follow God?	How special is the relationship Jews have with God?	Covenant, Abraham, Isaac, Moses, Ten Commandments, Synagogue, Torah, Ner Tamid, Mezuzah, Shema
L2.3	What is the 'Trinity' and why is it important for Christians?	Does belief in the Trinity help Christians make better sense of God as a whole?	Trinity, Bible, church, hymns, creeds, Gospels
L2.4	What kind of world did Jesus want?	Is forgiveness always possible for Christians? Concept: Salvation	The Last Supper, Forgiveness, Jesus' teachings on enemies, anger, revenge,
L2.5	Why do Christians call the day Jesus died 'Good Friday'?	What is 'good' about Good Friday? Concept: Salvation	The Last Supper, Crucifixion, forgiveness
L2.6	For Christians, what was the impact of Pentecost?	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
L2.7	What do Hindus believe God is like?	How can Brahman be everywhere and in everything?	Brahman, deities, Ganesha, Trimurti,
L2.8	What does it mean to be Hindu in Britain today?	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
L2.9	How do festivals and worship show what matters to Muslims?	Does praying at regular intervals help a Muslim in his/ her everyday life?	Prayer, commitment to Allah
L2.10	How do festivals and family life show what matters to Jewish people?	How important is it for Jewish people to do what God asks them to do?	Kashrut, Kosher, Passover, Seder Meal
L2.11	How and why do people mark the significant events of life? Christians, Hindus, Muslims, non-religious	Would visiting the River Ganges feel special to a non-Hindu?	River Ganges, pilgrimage, funeral customs, Varanasi
L2.12	How and why do people try to make the world a better place? Christians, Muslims, non-religious	Could Jesus heal people? Were these miracles or is there some other explanation? Concept: Incarnation	Jesus and the blind man-The paralysed man - Miracles
Cornwall		Discovery RE	

Upper Key Stage 2

Cornwall		Discovery RE	
No	Key Unit	Enquiry question	Core content
U2.1	What does it mean if Christians believe God is holy and loving?	Does belief in the Trinity help Christians make better sense of God as a whole?	Trinity, Bible, church, hymns, creeds, Gospels
U2.2	Creation and science: conflicting or complementary?	Links could be made to some Discovery RE enquiries like 'Is the Christmas story true?' – this examines truth claims	
U2.3	Why do Christians believe Jesus was the Messiah?	What is the most significant part of the nativity story for Christians today? Concept: Incarnation	Christmas symbols, angel, star, gifts, Incarnation, Christingle
U2.4	How do Christians decide how to live? 'What would Jesus do?'	Is forgiveness always possible for Christians? Concept: Salvation	The Last Supper, Forgiveness, Jesus' teachings on enemies, anger, revenge,
U2.5	What do Christians believe Jesus did to 'save' people?	Could Jesus heal people? Were these miracles or is there some other explanation? Concept: Incarnation	Jesus and the blind man-The paralysed man - Miracles
U2.6	For Christians, what kind of king is Jesus?	Is anything ever eternal? Concept: Salvation	Jesus teachings and parables, Lost Son, 10 lepers, 2 Great commandments, agape, heaven, love
U2.7	Why do Hindus want to be good?	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Good deeds, Rama, re-incarnation, Sadhu

U2.8	What does it mean to be a Muslim in Britain today?	What is the best way for a Muslim to show commitment to God	5 pillars – prayer – charity - fasting – Hajj pilgrimage
U2.9	Why is the Torah so important to Jewish people?	How special is the relationship Jews have with God?	Covenant, Abraham, Isaac, Moses, Ten Commandments, Synagogue, Torah, Ner Tamid, Mezuzah, Shema
U2.10	What matters most to Humanists, Christians? Christians and non-religious, with opportunities to include other faiths studied	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
U2.11	Why do some people believe in God and some people not? Christians, non-religious	Is anything ever eternal? (material could be added to this using content from several enquiries and Humanists UK resources)	
U2.12	How does faith help people when life gets hard? Christians, Muslims and/or Jews and/or Hindus, non-religious	Does belief in Akhirah (life after death) help Muslims lead good lives?	Actions/consequences, Greater Jihad, Military Jihad, Qur'an, Lesser Jihad/Holy War
Cornwall		Discovery RE	

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, Cornwall schools would have the content they need in Discovery RE to help fulfil the syllabus requirements.

Please compare to the overview grid below.

7. 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

<p>“WORKING AT” expectation. Most children are expected to reach these expectations.</p>	<p>GREEN DESCRIPTORS Personal resonance with or reflection on The concept / belief underlying the subject matter of the enquiry Child’s own thoughts, opinions, belief, empathy.</p>	<p>BLUE DESCRIPTORS Knowledge and understanding of the subject matter of that enquiry (subject knowledge)</p>	<p>RED DESCRIPTORS Skills of evaluation and critical thinking in relation to the big enquiry question</p>
<p>End of Key Stage 1 (Year 2, Age 7, ‘old’ Level 2)</p>	<p>I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or express my own thoughts</p>	<p>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.</p>	<p>I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.</p>
<p>End of LOWER key Stage 2 (Year 4, Age 9, ‘old’ Level 3)</p>	<p>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. I can express my own opinions and start to support them with rationale.</p>	<p>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.</p>	<p>I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.</p>
<p>End of Key Stage 2 (Year 6, Age 11, ‘old’ Level 4)</p>	<p>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 I can express my own thoughts etc having reflected on them in relation to other people’s.</p>	<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 2 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 3 Autumn 1	Does joining the Khalsa make a person a better Sikh?	Comments
WORKING TOWARDS (Level 2)	<p>I can start to express how it felt to join a group and the things I had to do in order to join.</p> <p>I can explain that some Sikhs choose to go through the Amrit Ceremony and what they do during this.</p> <p>I can start to express how a Sikh might feel when s/he goes through the Amrit ceremony.</p>	
Year 3 expectation WORKING AT (Level 3)	<p>I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging.</p> <p>I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this.</p> <p>I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.</p>	
WORKING BEYOND (Level 4)	<p>I can talk about my experiences of belonging to groups and can think about a symbol I might wear to show that I belong.</p> <p>I can explain that some Sikhs choose to join the Khalsa to reinforce their personal commitment to God and tell you about the outward symbols associated with this (e.g. 5Ks)</p> <p>I can talk about what I think makes someone a good person and about how joining the Khalsa might make someone feel like a 'better' Sikh.</p>	

I am proud that I

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This is an example of an end-of-unit assessment sheet. It also allows children to assess themselves and identify actions they could take to improve next time. (TINT)

Assessment process in the syllabus

The Cornwall Agreed Syllabus measures assessment using end of phase expectations. The syllabus includes unit and end of phase outcome statements which can also be used in reporting

The statements reflect the three aims below

- A – Making sense of beliefs
- B – Understanding the impact
- C – Making connections

Teachers will be able to comment if students are emerging, meeting expectations or exceeding the specific unit outcomes. These phrases are suggestions but are likely to be adopted in practice.

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.

Support for Discovery RE schools in Cornwall

We offer the website www.discoveryschemeofwork.com 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 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
- Regular 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



Discovery RE: Overview



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



1	Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
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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	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time?	Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	Theme: Key Question: How important is it for Jewish people to do what God asks them to do? Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/her everyday life?	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	Theme: Key Question: How special is the relationship Jews have with God? Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam
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3	<p>Theme: Divali</p> <p>Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: Hinduism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Has Christmas lost its true meaning?</p> <p>Religion: Christianity</p>	<p>Theme: Jesus' Miracles</p> <p>Concept: Incarnation</p> <p>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>Religion: Christianity</p>	<p>Theme: Easter - Forgiveness</p> <p>Concept: Salvation</p> <p>Key Question: What is 'good' about Good Friday?</p> <p>Religion: Christianity</p>	<p>*Theme: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>*Theme: Pilgrimage to the River Ganges</p> <p>Key Question: Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Religion: Hinduism</p>
	<p>*Theme: The Amrit Ceremony and the Khalsa</p> <p>Key Question: Does joining the Khalsa make a person a better Sikh?</p> <p>Religion: Sikhism</p>				<p>*Theme: Sharing and Community</p> <p>Key Question: Do Sikhs think it is important to share?</p> <p>Religion: Sikhism</p>	<p>*Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Religion: Sikhism</p>

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

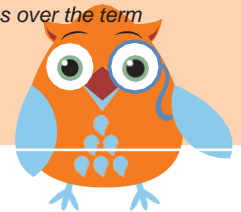


5	<p>*Theme: Belief into action</p> <p>Key Question: How far would a Sikh go for his/her religion?</p> <p>Religion: Sikhism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Is the Christmas story true?</p> <p>Religion: Christianity</p>	<p>*Theme: Beliefs and moral values</p> 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

		<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: How significant is it that Mary was Jesus' mother?</p> <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Do Christmas celebrations and traditions help Christians</p>	<p>Theme: Beliefs and Meaning</p> <p>Concept: Salvation</p> <p>Religion: Christianity</p>	<p>Theme: Easter</p> <p>Concept: Gospel</p> <p>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> <p><i>NB: This enquiry is taught in 2 sections over the term</i></p>
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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



Discovery RE 3rd edition

Content summary for each Discovery RE enquiry

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? Concept: Incarnation	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? Concept: Salvation	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? Concept: God/Creation	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? Concept: Incarnation	Giving - care taken as to the choice of gift
Year 1 Spring 1	Was it always easy for Jesus to show friendship? Concept: Incarnation	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? Concept: Salvation	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? Concept: Incarnation	Saviour, Advent, Jesus' teachings
Year 2 Spring 2	How important is it to Christians that Jesus came back to life after his crucifixion? Concept: Salvation	Easter symbols - resurrection- new life - egg

Christianity cont.

Year 3 Autumn 2	Has Christmas lost its true meaning? Concept: Incarnation	Symbols, key message to Christians
Year 3 Spring 1	Could Jesus heal people? Were these miracles or is there some other explanation? Concept: Incarnation	Jesus and the blind man - The paralysed man - Miracles
Year 3 Spring 2	What is 'good' about Good Friday? Concept: Salvation	The Last Supper, Crucifixion, forgiveness
Year 4 Autumn 2	What is the most significant part of the nativity story for Christians today? Concept: Incarnation	Christmas symbols, angel, star, gifts, Incarnation, Christingle
Year 4 Spring 2	Is forgiveness always possible for Christians? Concept: Salvation	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? Concept: Incarnation	Christmas story
Year 5 Spring 2	How significant is it for Christians to believe God intended Jesus to die? Concept: Salvation	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? Concept: Incarnation	Mary in art Why was Mary chosen? Joseph
	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Concept: Incarnation	Celebrations and traditions, symbols
Year 6 Spring 1	Is anything ever eternal? Concept: Salvation	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? Concept: Gospel	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	Are Rosh Hashanah and Yom Kippur important to Jewish children?	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