



## 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 Bradford 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.**

The Bradford Agreed Syllabus states that, "knowledge and understanding of RE will be gained through the exploration of 'deep questions' which will enable pupils to develop skills of enquiry and critical thinking... Pupils will develop the capacity to describe, explain and analyse religious concepts through structured investigation, reflection and response which will enable them to understand and appreciate the nature (what it is), significance (why it is important) and impact (what difference it makes) of religious and non-religious beliefs and worldviews."

The aims for Religious Education state that "the curriculum for RE aims to ensure that all pupils:

Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed and responses offered by sources of authority and wisdom found in religions and worldviews;
- appreciate and evaluate the nature, significance and impact of different ways of life and how these are expressed.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- explain their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- appreciate and evaluate varied dimensions of religion or a worldview.



Develop and use the skills needed to engage with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding with increasing understanding;
- investigate how different individuals and communities live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly, in order to explain why they may be important in their own and other people's lives."

Discovery RE, with its enquiry model, is well suited to be a key contributor to this process. 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?)

Discovery RE recognises the importance of questions with each enquiry starting with a key question (an overarching enquiry question) with each section of the enquiry supported with a series of teacher questions, with opportunities for children/young people to ask the 'Discovery RE Owl' their own questions. Discovery RE idea is that the Owls are sources of wisdom and each year group has their own owl.

## 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 Bradford Agreed syllabus?

The Bradford Agreed Syllabus stipulates the following coverage:

- Foundation Stage: "Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils should be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They should ask questions and reflect on their own feelings and experiences. They should use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live."



- Primary School (Key Stages 1 and 2) - "In order to deepen pupils' knowledge, skills and understanding of religious belief and the way that it is lived by believers today, pupils will be taught Christianity, Islam, Buddhism, Hinduism, Judaism and Sikhism, as well as other religious and nonreligious worldviews, in order to develop the conceptual understanding to enable them to answer the deep questions of the syllabus. Christianity and Islam will be studied in greater depth by all primary schools."

During the Foundation Stage Discovery RE covers aspects of RE through areas like special people, places, times and stories, this is consistent with the requirements of the syllabus.

In Key Stage 1 Discovery RE offers the opportunity to study three religions; Christianity in every year group as well as Judaism and Islam. Discovery RE recommends the study of Christianity plus just one other religion per year group to save children getting muddled.

In Key Stage 2 Discovery RE offers enquiries on Christianity (in every year group) and Buddhism, Hinduism, Islam and Judaism - so by the end of Key Stage 2 Christianity and the five other principal religions will have been studied.

Bradford schools would have all they need in Discovery RE and would just need to make the decision as to which religions to teach alongside Christianity in each year group.

### 3. Subject Knowledge content

The overview grid that follows shows the core content of each Discovery RE enquiry to assist teachers to compare content specified in the agreed syllabus with that covered in Discovery RE. However, because Discovery RE offers medium-term planning, it is easy to add additional content to the enquiries to support agreed syllabus requirements.

Some non-statutory units of work were developed as an extra to go with the syllabus but schools were also given the opportunity to develop their own units as long as the religions were covered as to the syllabus requirements. With this in mind, a school could choose to follow the Discovery RE scheme and add to/replace or extend units to allow complete coverage, for example adding an extra religion to Key Stage 1, or could teach one religion alongside Christianity per year group in Key Stage 1 but ensure coverage of all 6 principal religions by the end of KS2.

### 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

<p>“WORKING AT” expectation.</p> <p>Most children are expected to reach these expectations.</p>	<p><b>GREEN DESCRIPTORS</b></p> <p>Personal resonance with or reflection on</p> <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>	<p><b>BLUE DESCRIPTORS</b></p> <p>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)</p>	<p><b>RED DESCRIPTORS</b></p> <p>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>	<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>	<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>	<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>	<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>	<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
<b>WORKING TOWARDS</b>  (Level 2)	I can talk about different ways that I show commitment. I can talk about some ways Sikhs show commitment to God. I can show an understanding that Sikhs choose different levels/types of commitment and that's OK.	
<b>Year 3 expectation WORKING AT</b>  (Level 3)	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. I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary. I can start to evaluate which ways may show more or less commitment to God for Sikhs.	
<b>WORKING BEYOND</b>  (Level 4)	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. 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. I can start to express my own opinion about which ways may express more commitment than others for Sikhs.	

### Assessment process in the syllabus

The Bradford Agreed Syllabus states that “the assessment system for this Agreed Syllabus is based on key performance indicators (KPIs) for end of year and end of phase expectations which reflect what pupils are expected to achieve. Assessment will be both formative and summative.”

Discovery RE meets this requirement.

### 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 key aspects of the Bradford Agreed Syllabus.

#### 1. Pedagogies

Discovery RE, using an enquiry based approach throughout, would support the aim to enable pupils to develop an awareness of the fundamental questions of life whilst developing reasoned and informed judgements about religious and moral issues.

#### 2. Which religions when?

Using Discovery RE, pupils would experience all six of the principal religions by the end of Key Stage 2, in line with the Bradford syllabus requirements.

#### 3. Subject knowledge

The subject content units developed with the Bradford syllabus to go with the units are non-statutory, so Discovery RE enquiries could be used when deciding ‘how’ to deliver the RE outcomes.

#### 4. Assessment

Finally, the assessment process used by the Bradford Agreed Syllabus follow a process similar to the new ‘end of key stage age-related expectations’ used in Discovery RE.



### Support for Discovery RE schools

[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.

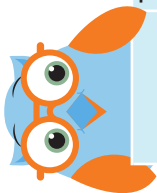
Discovery RE uses a four-step enquiry model -

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

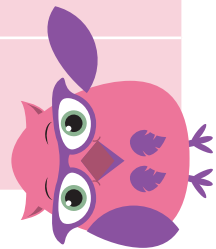
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1/2	<b>Theme:</b> Special People <b>Key Question:</b> What makes people special? <b>Religions:</b> Christianity, Judaism	<b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> What is Christmas? <b>Religion:</b> Christianity	<b>Theme:</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
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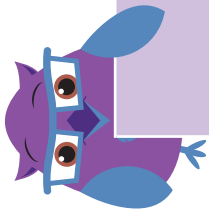


There is an additional optional Judaism enquiry at the end of the Year 1 section: Does celebrating Chanukah make Jewish children feel closer to God?

2	<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
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## Overview Years F1/2 to Year 6

3	<p><b>Theme:</b> Diwali</p> <p><b>Key Question:</b> Would celebrating Diwali 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>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?

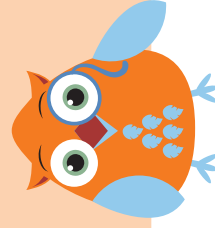


## Overview Years F1/2 to Year 6

<b>5</b>	<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>
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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?

<b>6</b>	<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 moral values</p> <p><b>Key Question:</b> Does belief in Akhira (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>
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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 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