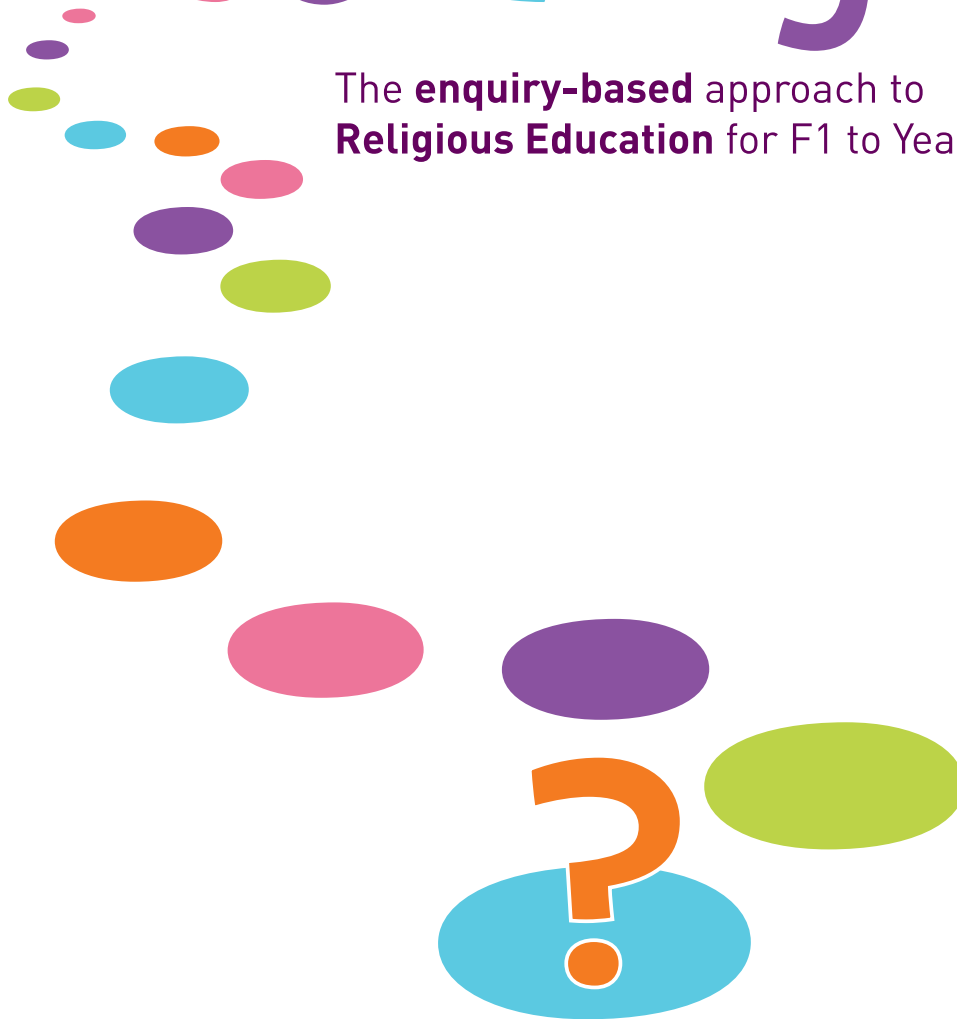


# Discovery RE™

The **enquiry-based** approach to  
**Religious Education** for F1 to Year 6



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

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## **The Scheme of Learning for Religious Education in the Primary School**

### **Introduction**

Translating an agreed syllabus for RE into a well-ordered, progressive, easy to use Scheme of Learning is never an easy task, even for RE specialists. How will I find the time to do all this new planning? Which religions shall we teach when? What is the weighting to be given to Christianity and the other religions? What about the 2 attainment targets, how do they fit together? How far do we have to go with the 'enquiry-based approach?' Have we got the resources necessary to teach the new syllabus? I don't have a budget! We have just got the old syllabus sorted out and they change it! What about children's spiritual development? What about SMSC?

Very aware of the drive to make RE a meaningful and relevant subject, and also the huge amount of time and effort needed to write a Scheme of Learning for the whole school, my colleagues and I have written Discovery RE to help short-cut the planning process whilst still enabling teachers to take ownership of *how* they deliver each lesson/enquiry.

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. Hinduism, Islam, Judaism and Sikhism are also covered.

The overview grid shows the long-term plan, with choices needing to be made as to which religion to teach alongside Christianity in some year groups.

The planning model used in Discovery RE is aligned to that recommended in most agreed syllabi, i.e. a 6-part planning process focusing on a 4-step enquiry. Each enquiry 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.

October 2013 saw the publication of 2 significant documents of national relevance to the RE world:

- 1) 'Religious Education: realising the potential', the Ofsted report describing the picture relating to RE across the country as reflected from the RE-subject inspections of the previous 3 years.
- 2) 'The National Framework for Religious Education', from the Religious Education Council after the RE curriculum review.

**[www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com)** has articles showing how these documents and the issues and expectations within them, are addressed by Discovery RE.

We are delighted that Discovery RE fulfils the requirements of both the approach and content set out in the National Framework 2013, and that it contributes very significantly to addressing the weaknesses outlined in the Ofsted report's key findings, not least providing a straightforward and comprehensive assessment process.

**We are happy to map and match Discovery RE to your locally agreed syllabus should it be reassuring to see exactly how the two align and how fully Discovery RE meets your syllabus' requirements.**

**See [www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com) and [www.janlevereducationconsultancy.com](http://www.janlevereducationconsultancy.com)**

## The Enquiry-based Approach

### The 4-step enquiry

The key question for the enquiry is an Attainment Target 2 (impersonal) question, needing an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and **applying it** to the enquiry question, rather than this knowledge being an end in itself. Discovery RE teases out AT2 (impersonal) which focuses on critical thinking skills, and AT2 (personal) which requires personal reflection into the child's own thoughts and feelings. We acknowledge the work of Professor Michael Grimmitt on this.

#### Step 1 (usually 1 lesson)

**Engagement:** The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not. If they can relate to the human experience they will be better able to understand the world of religion into which the enquiry takes them. This is Attainment Target 2 (personal). Their personal resonance with this underpinning human experience acts as the **BRIDGE** into AT1, the world of religion (which may be very much outside of their experience).

#### Step 2 (usually the equivalent of 3 lessons)

**Investigation:** The teacher guides the children through the enquiry, studying Attainment Target 1 (Learning ABOUT) subject knowledge (the factual base about the religion), carefully selected to assist their thinking about the key question. Some of the enquiries have a lot of relevant content so teachers do need to be selective and not try to cover too much. Depth is more important.

#### Step 3 (usually 1 lesson)

**Evaluation:** This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task (the task sheet and resources are included) which the teacher can assess by using the Level descriptors at the end of each enquiry. The levels are exemplified and tracking and record sheets are included, as are pupil self-assessment sheets.

These '1 can' level descriptors (based on the national 8-level scale) may well lend themselves to meaningful and less onerous report writing, with evidence in children's books from every Evaluation (Step 3) lesson.

This is Attainment Target 2 (impersonal).

Attainment Target 2 (personal) can be assessed by observation and children's work in Lessons 1 and 6.

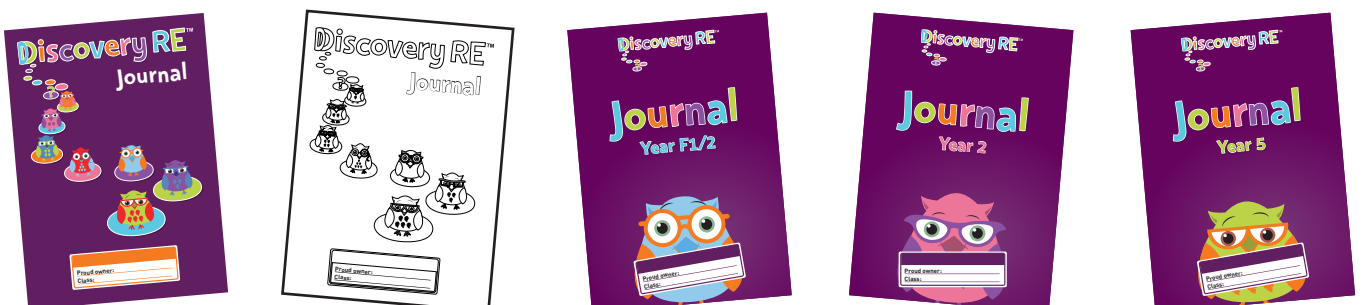
#### Step 4 (usually 1 lesson)

**Expression:** Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting point/beliefs, etc. There is often further evidence for their books produced in this lesson.

This is Attainment Target 2 (personal).

Children's progress is best recorded in individual journals or portfolios, but the whole learning experience of the class may be gathered into a class Discovery RE Portfolio.

Discovery RE journal/portfolio covers can be downloaded from the CDRom.





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

We offer the website to you as an ongoing hub of support. The Discovery RE Gallery has teaching ideas and examples of children's work. You are welcome to contribute; just contact us through the website.

### **SMSC (Spiritual, Moral, Social and Cultural) development**

With the Ofsted inspection framework emphasising the opportunities children are offered for SMSC development, RE can be a key contributor. Therefore, SMSC opportunities are identified in each enquiry, and are mapped on the overview grid for each year group. Further support for SMSC can be found on [www.janlevereducationconsultancy.com](http://www.janlevereducationconsultancy.com)

### **Mindfulness**

Mindfulness means cultivating a sense of awareness on purpose, in a non-judgemental way in the present moment. It is hoped that teachers will use mindfulness practices to build children's self-awareness and skills of reflection, thus supporting their RE learning as well as their personal spiritual development.

### **The Big Discovery RE**

Many requests from teachers have led me to start to convert the Discovery RE that you have in front of you now, into a full set of lesson plans with all the teaching resources needed to deliver them. Watch the website for dates and details. The Big Discovery RE will integrate mindfulness practices into every lesson.

### **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 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.

Thanks go to teachers: Hayley Cheetham, Dawn Murray, Karen Hunnisett and Sian Pell whose enthusiasm for RE and children's learning, willingness to spend many hours on this project and share their current classroom experience, have helped me to make Discovery RE a relevant and creative teaching resource.

Thanks also go to my Associate, David Rees, who has brought his 20+ years of RE experience to this project, spending many hours developing aspects of Discovery RE.

We hope Discovery RE supports you to keep improving children's learning in and deepening their thinking through Religious Education.

### **Jan Lever**

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# Discovery RE and the REC (Religious Education Council) National Framework for Religious Education



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## In the foreword of A Curriculum Framework for Religious Education in England (2013)

Education secretary at the time Michael Gove, writes

*All children need to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society*

He also admitted on 3rd July 2013 that RE had been an 'unintended casualty' of recent curriculum reforms and that he had "not done enough" to support RE.

Discovery RE is committed to providing opportunities for children to access challenging RE through a wide range of key questions. In the introduction it states that:

**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.**

Discovery RE offers teachers a well ordered, progressive and simple to use scheme of learning. Through the enquiry based approach children not only learn knowledge but crucially develop an understanding of the world of religion and how beliefs impact on daily lives.

Discovery RE is designed to help RE teachers plan and deliver challenging RE that helps children develop into empathic, confident students who can discuss, debate, ask questions and seek answers in a compassionate way. This will enable them to make a difference in the world they inherit. This will fulfil the aim stated in the REC introduction for 'a curriculum that promotes high quality learning and teaching' which will 'give all young people the opportunity to gain an informed understanding of religious beliefs and worldviews'

As the REC curriculum framework points out

*'From September 2014, teachers with responsibility for RE in schools in England will be expected to plan lessons, assess pupil progress, and have their performance held to account, as other teachers do.'*

This increased accountability, linked with a lack of subject knowledge and specialism amongst many RE Co-ordinators (see "RE: realising its potential" Ofsted 2013 and "The Truth Unmasked" report APPG on RE 2013) means increased stress levels if no help is on hand. Discovery RE offers such help in a practical, well organised and progressive way. By offering a medium term scheme of work with suggested content, resources and crucially assessment tasks (including level descriptors and exemplifications), Discovery RE can immediately assist an RE-Co-ordinator in meeting the statutory requirements and in delivering challenging RE that will aid the holistic development of children in their charge.

The curriculum framework recognises that

**'Local authority cuts have led to the reduction of local support for RE'**

This means that RE Co-ordinators are likely to be increasingly marginalised and isolated. Add to that the lack of specialist training and a co-ordinator may well feel alone with no real RE support within or outside school. A Scheme of Work like Discovery RE will provide several layers of support that would otherwise be absent.



The curriculum framework for RE breaks down the aims of RE into 3 strands

- A. 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 some of the sources of wisdom found in religions and worldviews;
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
  - appreciate and appraise varied dimensions of religion or a worldview
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
  - enquire into what enables different individuals and communities to 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.

These 3 strands are designed to ensure that RE contributes to education by

*'provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human'*

so that they can

*'learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ'.*

and ultimately

*'participate positively in our society with its diverse religions and worldviews'.*

Discovery RE meets all these aims and shares the belief that RE makes a strong contribution to the education of each child by encouraging them to develop skills of critical thinking and analysis, as well as developing attitudes like empathy, sensitivity and understanding whilst being able to stand up for their own beliefs and challenge injustice around them.

In the following grids, we show how Discovery RE meets the aims of the REC Curriculum Framework for RE. We have given examples to show how the aims are covered and also an idea as to the religious content as well as the chronology through each key stage. We hope this shows how Discovery RE, although created before



the framework was written, is a scheme of work that can fulfil the requirements of this framework and can be an ideal way of ensuring that the aims are met whilst also providing a challenging sequence of lessons, a meaningful way of assessing and a way of monitoring and encouraging RE co-ordinators, teachers and students alike.

We offer this knowing that Discovery RE is already making a very positive difference in over 200 schools in England and with the intention of continuing to support schools that use it to continually improve their work.

The [www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com) website offers online mentor support and a Gallery of children's work and teaching ideas, as well as articles on topical issues in the world of RE, all at no cost.

We commend this to you in the genuine hope that Discovery RE may help committed, but very busy teachers to deliver high quality RE to children.

**Jan Lever and David Rees (Associate Consultant) Jan Lever**

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## Key Stage 1

REC Curriculum Framework for Religious Education		Discovery RE	
Requirements Note: as this is not a statutory document, these are not legal requirements as in the national curriculum	Examples and notes Note: the examples from religions and worldviews given below do not constitute a syllabus but illustrate what is meant in the first column	Examples and notes	Year and term
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	<ul style="list-style-type: none"> <li>Pupils enact stories and celebrations from Easter, Divali or Id ul Fitr, finding out about what the stories told at the festivals mean, e.g. through welcoming visitors to talk about their festivals</li> <li>Pupils experience thanking and being thanked, praising and being praised, and notice some ways Christians or Jewish people believe they can thank and praise God</li> <li>Linking to English and computing, pupils recount a visit to a local church using digital photographs and find out about the meanings of symbols for God that they saw there.</li> </ul>	<p>Children look at Christianity, Judaism and Islam in Key Stage 1. During this they learn about different festivals and celebrations and discover the meanings behind them, notably</p> <ul style="list-style-type: none"> <li>Christmas and Easter in Christianity</li> <li>Chanukah and Shabbat in Judaism.</li> </ul> <p>Islamic prayer is a focus. Children explore whether regular prayer would help a Muslim in everyday life</p> <p>Children examine special places like the Church, the Mosque and the Synagogue. This can involve visits.</p>	<p>Christmas and Easter all years</p> <p>Chanukah &amp; Shabbat Year 1 Summer 2</p> <p>Year 2 Spring 1</p> <p>F1/2 Summer2</p>
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	<ul style="list-style-type: none"> <li>Pupils choose their favourite 'wise sayings' from different sources or key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them</li> <li>Pupils retell (for example through drama) two different stories about Jesus considering what they mean. They compare the stories and think about what Christians today could learn from the stories</li> <li>Linking to English, pupils respond to stories from Hindu, Muslim or Jewish sources by identifying the values which different characters in the stories showed, and recognising the religions from which the stories come</li> <li>Pupils ask and answer 'who', 'where', 'how' and 'why' questions about religious stories and stories from non-religious worldviews.</li> </ul>	<ul style="list-style-type: none"> <li>Children look at a variety of stories and talk about what messages there are that might be considered wise</li> <li>Children look at stories from Christianity involving the birth, life, teachings and death of Jesus</li> <li>Children look at stories from many different cultures and traditions (India, China, Iran, and the Holy Land amongst others) during a module called 'What can we learn from stories?'</li> </ul>	<p>All years</p> <p>All years</p> <p>F1/2 Summer 1</p>

## Key Stage 1

<p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<ul style="list-style-type: none"> <li>• Pupils choose to find out about the symbols of two different religious traditions, looking for similarities between the ways they use common symbols such as light, water, trees or rock</li> <li>• Pupils discover how and why Muslims wash, bow and pray in a daily pattern, noticing similarities to another religion or worldview</li> <li>• Pupils select examples of religious artefacts from Christianity or Judaism that interest them, raising lists of questions about them and finding out what they mean and how they are used in festivals and worship</li> <li>• Pupils hear three moral stories, for example from Christians, Hindus and humanists, and think about whether they are saying the same things about how people should behave.</li> </ul>	<ul style="list-style-type: none"> <li>• Children discover the details about how and why Muslims wash, they consider whether this would help them during their everyday life</li> <li>• Children look at religious artefacts like the mezuzah in Judaism and discover the uses and meanings associated as well as how it is used in daily life.</li> <li>• Children look at moral stories like 'The Crocodile and the priest' from Sikhism, 'Bilal and the Beautiful Butterfly' from Islam and 'the parable of the lost sheep' from Christianity. They consider the moral messages and similarities and work out how these stories may advise people how to behave.</li> </ul>	<p>Year 2 Spring 1</p> <p>Year 2 Spring 1</p> <p>F1/2 Summer 2</p>
<p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<ul style="list-style-type: none"> <li>• Pupils find out about what people with different religions and worldviews do to celebrate the fruitfulness of the earth (e.g. in Harvest festivals, and in generosity to those in need), responding to questions about being generous</li> <li>• Pupils discuss reasons why some people go to mosques, synagogues or churches often, but other people never go to holy buildings, and why some people pray every day, but others not at all</li> <li>• Linking to PSHE, pupils make lists of the different groups to which they belong and consider the ways these contribute to human happiness.</li> </ul>	<ul style="list-style-type: none"> <li>• Children look at stories about the world including the Christian Harvest</li> <li>• Children consider places of worship in the enquiry question 'What makes places special?'. They examine how Mosques, Synagogues and Churches are used and why some people think they are special. They revisit the significance of the Mosque for Muslims in more detail in Year 2.</li> <li>• Discovery RE links to the JIGSAW PSHE programme in all years see <a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a></li> </ul>	<p>Year 1 Autumn 1 &amp; F1/2 Summer 1</p> <p>F1/2 Summer 2</p> <p>Year 2 Summer 1</p> <p>All years</p>

## Key Stage 1

<p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<ul style="list-style-type: none"> <li>• Pupils learn about the daily life of a Muslim or Jewish child (e.g. from a teacher's use of persona dolls), and make an illustrated list of signs of belonging including using special food, clothing, prayer, scripture, family life, worship and festivities.</li> <li>• Pupils make a list of the ways they show how they belong as well</li> <li>• Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong?</li> <li>• Pupils watch a short film about the Hindu creation story and talk about different stages of the cycle of life.</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn about the key beliefs of Christians, Muslims and Jews focussing on their personal relationship with God and the best way to show commitment to God.</li> <li>• Children consider what makes people special and also how they are special themselves</li> <li>• Children look at the story of creation and consider whether this story gives us a sense of identity and a responsibility for looking after the earth.</li> </ul>	<p>Year 1 Summer 1 Year 2 Autumn 1 Spring 1 Summer ½</p> <p>F1/2 Autumn 1 Year 1 Autumn1</p>
<p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<ul style="list-style-type: none"> <li>• Pupils use a set of photos or a list of religious items they have encountered in key stage 1 RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion</li> <li>• Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol, humanist) to present ideas or write about two different religions or worldviews about which they have learned.</li> </ul>	<ul style="list-style-type: none"> <li>• Children talk about different stories from around the world, their similarities, differences and messages they are trying to convey. The opportunities to link to Literacy run through this module.</li> <li>• Children notice similar attitudes to God between the three religions studied; Christianity, Islam and Judaism.</li> </ul>	<p>F1/2 Summer 1</p> <p>Progressing through KS1</p>
<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>	<ul style="list-style-type: none"> <li>• Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and worldviews, expressing ideas of their own and commenting on some ideas of others</li> <li>• Pupils ask and answer a range of 'how' and 'why' questions about how people practise their religion</li> <li>• Linking to 'Philosophy for Children', pupils think about and respond to 'big questions' in a classroom enquiry using a story of Adam and Eve or a video clip of children asking questions about God as a stimulus.</li> </ul>	<ul style="list-style-type: none"> <li>• Children explore how believers feel that they belong to a faith community through their festivals and celebrations like Judaism - Chanukah &amp; Shabbat, Bar and Bat Mitzvah, Christianity - Christmas &amp; Easter, Islam - Regular visits to the Mosque</li> <li>• Children ask key questions like 'How important is it for Jews to do as God asks?' and 'Does completing the Hajj make a person a better Muslim?'</li> </ul>	<p>Year 1 Summer 1&amp;2 Year 2 Summer 2 All Years</p> <p>Year 2 Spring 1</p> <p>Year 2 Summer 2</p>

## Key Stage 1

<p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p>	<ul style="list-style-type: none"> <li>• Pupils discuss stories of co-operation from different traditions and sources and make a 'Recipe for living together happily' or a 'Class charter for more kindness and less fighting'</li> <li>• Linking to English and PSHE pupils could play some collaborative games, and talk about how the games put the teaching of the 'Golden Rule' into action</li> <li>• Pupils notice and talk about the fact that people come from different religions, responding to the questions- 'How can we tell? How can we live together when we are all so different?'</li> </ul>	<p>Children use the module 'What can we learn from stories?' to see examples of co-operation between people. They recognise similarities in messages and in advice given to believers.</p> <p>They also share the belief that all people are special.</p> <p>They look at key beliefs of Christians, Muslims and Jews.</p>	<p>F1/2 Summer 1</p> <p>F1/2 Spring 1</p>
<p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<ul style="list-style-type: none"> <li>• Pupils respond to a quiet reflection or a guided visualisation by choosing one value they think the world needs more of today from a list of values, and by illustrating their choice in different media</li> <li>• Linking to English, pupils could ask questions about goodness, and write sentences that say what happens when people are kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, unfair or mean</li> <li>• Pupils look at how different people have expressed their ideas about God, and think and talk about their own ideas about God.</li> </ul>	<ul style="list-style-type: none"> <li>• Children consider questions of right and wrong through key enquiry questions like <ul style="list-style-type: none"> <li>Does God want us to look after the world?</li> <li>Was it always easy for Jesus to show friendship?</li> <li>Is it possible to be kind to people all the time?</li> </ul> </li> </ul>	<p>F1/2 Summer 1</p> <p>F1/2 Spring 1</p>



## Key Stage 2

REC Curriculum Framework for Religious Education		Discovery RE	
Requirements	Examples and notes	Examples and notes	Year and term
<p>Note: as this is not a statutory document, these are not legal requirements as in the national curriculum</p>	<p>Note: the examples from religions and worldviews given below do not constitute a syllabus but illustrate what is meant in the first column</p>		
<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>	<ul style="list-style-type: none"> <li>• Pupils make some connections between Hajj for Muslims and pilgrimage to Lourdes, Iona or 'the Holy Land' for Christians, describing the motives people have for making spiritual journeys</li> <li>• Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all</li> <li>• Pupils compare how Christians, Muslims, Hindus or humanists celebrate a marriage and express and argue for ideas of their own about partnership, in discussions or in writing.</li> </ul>	<p>Children look at Christianity, Hinduism, Judaism, Islam and Sikhism in Key Stage 2. During this they learn about different beliefs, festivals, celebrations, pilgrimage and types of worship and discover the meanings behind them, notably Christmas and Easter in Christianity Pesach in Judaism.</p> <p>The Amrit ceremony, worship in the Gurdwara and Amritsar in Sikhism</p> <p>Personal commitment to Allah and beliefs of Akhirah in Islam</p> <p>Personal commitment and beliefs about Karma, Dharma and Samsara in Hinduism</p>	<p>Christianity in all years</p> <p>Judaism Year 4</p> <p>Sikhism Years 3or5</p> <p>Islam Year 6</p> <p>Hinduism Years 3or5</p>
<p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<ul style="list-style-type: none"> <li>• Linking to English, pupils consider how some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different traditions. They respond to the ideas found in the texts with ideas of their own</li> <li>• Pupils investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer, showing their understanding and expressing ideas of their own</li> <li>• Pupils compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities.</li> </ul>	<p>Stories behind the festivals are looked into to see the context and meaning especially</p> <ul style="list-style-type: none"> <li>- Christmas and Easter as well as stories about Jesus life including miracle stories</li> </ul> <p>Children ask challenging questions like 'Is the Christmas story true?' and 'Did God intend Jesus to be crucified?'</p> <p>Children examine aspects of community life such as prayer, charitable giving and worship in</p> <ul style="list-style-type: none"> <li>- Islam - What is the best way for a Muslim to show commitment to God? Prayer five times a day, zakat charitable giving</li> <li>- Islam - Does the belief in Akhirah help Muslims lead good lives?</li> </ul> <p>Children consider many different aspects of the Christmas story including</p> <ul style="list-style-type: none"> <li>- Has Christmas lost its true meaning? (Year 3)</li> <li>- What is the most significant part of the nativity story for Christians today? (Year4)</li> <li>- Is the Christmas story true? (Year 5)</li> <li>- How significant is it that Mary was Jesus' mother? (Year 6)</li> </ul>	<p>Year 5 Autumn 2 &amp; Spring 2</p> <p>Year 6 Autumn 2</p> <p>Year 6 Summer 1&amp;2</p> <p>Autumn 2 Each year</p>



## Key Stage 2

<p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<ul style="list-style-type: none"> <li>• Pupils pursue an enquiry into beliefs about worship, relating the meanings of symbols and actions used in worship such as bowing down, making music together, sharing food or speaking to God (e.g. in prayer) to events and teachings from a religion they study</li> <li>• Pupils consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama.</li> <li>• Pupils describe the impact of Hindu teaching about harmlessness (ahimsa) on questions about what people eat and how people treat animals. They express their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Children through the enquiry model approach examine aspects of worship, symbols and actions including</li> <li>• Islam - key enquiry question - What is the best way for a Muslim to show commitment to God? Examples include               <ul style="list-style-type: none"> <li>- prayer positions and times</li> <li>- Islam - fasting during Ramadan</li> </ul> </li> <li>• Sikhism - Key Question - Do Sikhs think it's important to share?</li> <li>• Children examine teachings from Jesus like the parable of the Lost Son. Opportunities to express key meanings through drama and other creative media are encouraged.</li> <li>• Children look at the key question 'How can Brahman be everywhere and in everything?' through Hindu eyes. They examine how this relates to animals and the belief in vegetarianism as well as other key beliefs like karma.</li> </ul>	<p>Year 6 Autumn 1</p> <p>Year 3 Summer 1</p> <p>Year 6 Spring 1</p> <p>Year 5 Spring 1 &amp; Summer 1</p>
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## Key Stage 2

<p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<ul style="list-style-type: none"> <li>• Linking to History and Design Technology pupils consider how the architecture of churches, mosques, mandirs or gurdwaras expresses a community's way of life, values and beliefs</li> <li>• Pupils develop their understanding of beliefs about life after death in two religions and humanism through seeking answers to their own questions and articulating reasons for their own ideas and responses</li> <li>• Pupils use their detailed understanding of religious practice such as the Five Pillars of Islam and worship of a deity in a Hindu family and a mandir to describe the significance of being part of a religion.</li> </ul>	<ul style="list-style-type: none"> <li>• Children look at the designs and uses of holy buildings as a part of worship including             <ul style="list-style-type: none"> <li>- Hinduism - Would celebrating Divali at home and in the community (including the mandir) bring a feeling of belonging to a Hindu child?</li> <li>- Christianity - 'Do people need to go to church to show they are Christians</li> <li>- Sikhism - What is the best way for a Sikh to show commitment to God (including worship at the Gurdwara with specially designed kitchen for the langar meal')</li> <li>- Islam - What is the best way for a Muslim to show commitment to God (including worship at the mosque and pilgrimage to the Kab'ah in Makkah)'</li> </ul> </li> <li>• Children examine views on Life after death through the following enquiry questions             <ul style="list-style-type: none"> <li>- Islam - Does belief in Akhirah help Muslims lead good lives?</li> <li>- Christianity ' Is anything ever eternal?'</li> </ul> </li> <li>• Children consider different religious beliefs in God and the need to show commitment and feel part of a religion, including</li> <li>• What is the best way to show commitment to God?             <ol style="list-style-type: none"> <li>1. Sikhism - Amrit ceremony</li> <li>2. Judaism - Bar/Bat Mitzvah</li> <li>3. Islam - Five Pillars</li> <li>4. Hinduism - Puja</li> <li>5. Christianity - Faith into action</li> </ol> </li> </ul>	<p>Year 3 Autumn 1 Year 4 Summer 2 Year 5 Summer 1 Year 6 Autumn 1</p> <p>Year 6 Summer 1&amp;2</p> <p>Year 6 Spring 1 Year 3 Autumn 1 Year 4 Summer 1 Year 6 Autumn 1 Year 5 Autumn 1 Year 5 Summer 2</p>
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## Key Stage 2

<p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p>	<ul style="list-style-type: none"> <li>• Pupils explore the lives of key leaders from Buddhist and Christian contemporary life, describing the challenges they have faced and the commitments by which they have lived</li> <li>• Pupils find out about how celebrating Divali brings the Hindu or Sikh community together, and expresses commitment to values of interdependence and generosity</li> <li>• Linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals and the environment, loving their family or serving God.</li> </ul>	<ul style="list-style-type: none"> <li>• Children examine the lives of famous Christians like Corrie Ten Boom and Martin Luther King. They explore how they decided to make a stand based on their beliefs in right and wrong stemming from their faith.</li> <li>• Children explore the key question 'Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?'. This highlights the role of the community in worship. Children also examine the question 'Do Sikhs think it is important to share?' This highlights the community ethos and the importance of belonging and commitment.</li> <li>• Each key question has opportunities to be developed in a variety of creative ways. Self-expression is encouraged and opportunities are given to get involved creatively.</li> </ul>	<p>Year 5 Summer 2</p> <p>Year 3 Autumn 1 Year 3 Summer 1</p> <p>All Years</p>
<p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>	<ul style="list-style-type: none"> <li>• Pupils use their thinking about stories of Moses and Jesus to explore how Jews and Christians today celebrate key events from their history (e.g. in Passover and Lent)</li> <li>• Pupils list and describe similarities and differences in the ways different traditions express what 'belonging' means to them</li> <li>• Linking to English, pupils find out about different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions. This is one point, among many, where RE can provide key opportunities for pupils' spiritual development.</li> </ul> <p>Note: different dimensions of religion or worldview include, for example, narratives, beliefs, ethics, and social life</p>	<ul style="list-style-type: none"> <li>• Children look at stories of Moses and Jesus and explore key events of their lives, the meanings behind them and how they are remembered today including <ul style="list-style-type: none"> <li>- Christmas and Easter</li> <li>- Ten commandments and Passover</li> </ul> </li> <li>Children look at belonging through the eyes of different faiths particularly in festivals <ul style="list-style-type: none"> <li>Hinduism - Divali</li> <li>Judaism - Passover</li> </ul> </li> <li>• Children examine different ways and locations for prayer whether in a place of worship or at home. Examples include <ul style="list-style-type: none"> <li>- Islam - Prayer potions and prayers in the Mosque</li> <li>- Sikhism - showing commitment to God</li> <li>- Hinduism - showing commitment to God</li> <li>- Judaism - special relationship with God</li> </ul> </li> </ul>	<p>All Years Year 4 Autumn 1 Spring 1</p> <p>Year 3 Autumn 1 Year 4 Spring 1</p> <p>Year 6 Autumn 1 Year 6 Autumn 1 Year 5 Summer 1 Year 5 Summer 1 Year 4 Autumn 1</p>

## Key Stage 2

<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>	<ul style="list-style-type: none"> <li>• Pupils discuss different perspectives on questions about the beginnings of life on Earth, so that they can describe different ways science and religions treat questions of origins</li> <li>• Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or worldview</li> <li>• Pupils discuss and debate reasons why different people have different ideas about the divine e.g. whether God is real and what God is like.</li> </ul> <p><b>Note:</b> pupils are not required to express personal beliefs in any coercive way in RE; good RE encourages an open hearted and broad minded approach to different beliefs.</p>	<ul style="list-style-type: none"> <li>• Children look at challenging questions about the origin and meaning of life as well as what happens after this life is over, including               <ul style="list-style-type: none"> <li>- How can God be everywhere and in everything (Hinduism)</li> <li>- Is anything ever eternal? (Christianity)</li> <li>- Does belief in Akhirah (life after death) help Muslims lead good lives? (Islam)</li> <li>- Do beliefs in Karma, samsara and Moksha help Hindus lead good lives? (Hinduism)</li> </ul> </li> <li>• Children examine each faith through it's beliefs and practices. They reflect on the different beliefs about God and discuss the different truth claims including               <ul style="list-style-type: none"> <li>- How can God be everywhere and in everything (Hinduism)</li> <li>- Is anything ever eternal? (Christianity)</li> </ul> </li> </ul>	<p>Year 3 Summer 1 Year 6 Spring 1 Year 6 Summer 1&amp;2 Year 5 Summer 1</p> <p>Year 3 Summer 1 Year 6 Spring 1</p>
<p>C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>	<ul style="list-style-type: none"> <li>• Pupils discover and explore what Jewish people, humanists and Christians teach about how people can live together for the well-being of all</li> <li>• Pupils discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all</li> <li>• Linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today.</li> </ul> <p><b>Note:</b> This work offers valuable opportunities for engagement with religions with a significant local presence: pupils may learn about the contributions of, for example, Jains, Zoroastrians or members of the Bahá'í faith to inter faith work. These communities can also be studied elsewhere in the RE curriculum.</p>	<ul style="list-style-type: none"> <li>• Children examine religious teachings about the way people should treat each other including</li> <li>• Do Sikhs think it is important to share? (Sikhism)</li> <li>• Is forgiveness always possible? (Christianity)</li> <li>• Children look at different religious codes and consider their relevance today and the link to modern moral codes including               <ul style="list-style-type: none"> <li>- The Ten Commandments (Judaism)</li> <li>- Sikh stories like the formation of the Khalsa</li> <li>- Jesus' miracles and parables</li> <li>- Moral guidance in the Qur'an</li> </ul> </li> </ul>	<p>Year 3 Summer 1 Year 6 Spring 1</p> <p>Year 4 Autumn 1 Year 3 Autumn 1 Year 3 Spring 1 Year 6 Summer 1&amp;2</p>

## Key Stage 2

<p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<ul style="list-style-type: none"> <li>• Pupils apply their own ideas about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief and Oxfam</li> <li>• Pupils write persuasively about the reasons why people who have a particular religious background or non-religious worldview try to help people who are vulnerable (eg victims of natural disasters or prejudice, people who live with disabilities or people affected by war)</li> <li>• Linking to Citizenship Education, pupils consider the Ten Commandments (Jewish) and the Five Precepts (Buddhist), expressing their ideas about right and wrong in the light of their learning.</li> </ul> <p><b>Note:</b> this is one point, among many, where RE can provide key opportunities for pupils' moral development.</p>	<ul style="list-style-type: none"> <li>• Children look at ways in which religious believers can show commitment to God for example by making a stand and helping people in need. This includes             <ul style="list-style-type: none"> <li>- Giving to charity through Zakat (Islam)</li> <li>- Being a role model like Martin Luther King (Christianity)</li> <li>- Donating money and time to the Langar (Sikhism)</li> </ul> </li> </ul> <p>This could also involve donating to charities in response to disasters and standing up for the rights of others through peaceful protest.</p> <ul style="list-style-type: none"> <li>• Children look at different religious codes and consider their relevance today and the link to modern moral codes including             <ul style="list-style-type: none"> <li>- The Ten Commandments (Judaism)</li> <li>- Sikh stories like the formation of the Khalsa</li> <li>- Jesus' miracles and parables</li> <li>- Moral guidance in the Qur'an</li> </ul> </li> </ul>	<p>Year 3 Summer 1 Year 6 Spring 1 Year 6 Summer 1&amp;2 Year 5 Summer 1</p> <p>Year 3 Summer 1 Year 6 Spring 1</p>
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Overview Years F1/2 to Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
F1/2	<p><b>Theme:</b> Special People <b>Key Question:</b> What makes people special? <b>Religions:</b> Christianity, Judaism</p>	<p><b>Theme:</b> Christmas <b>Key Question:</b> What is Christmas? <b>Religions:</b> Christianity</p>	<p><b>Theme:</b> Celebrations <b>Key Question:</b> How do people celebrate? <b>Religions:</b> Islam, Judaism</p>	<p><b>Theme:</b> Easter <b>Key Question:</b> What is Easter? <b>Religions:</b> Christianity</p>	<p><b>Theme:</b> Story Time <b>Key Question:</b> What can we learn from stories? <b>Religions:</b> Buddhism, Christianity, Islam, Hinduism, Sikhism</p>	<p><b>Theme:</b> Special Places <b>Key Question:</b> What makes places special? <b>Religions:</b> Christianity, Islam, Judaism</p>	
1	<p><b>Theme:</b> Creation Story <b>Key Question:</b> Does God want Christians to look after the world? <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Christmas Story <b>Key Question:</b> What gift would I have given to Jesus if he had been born in my town, not in Bethlehem? <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Jesus as a friend <b>Key Question:</b> Was it always easy for Jesus to show friendship? <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter - Palm Sunday <b>Key Question:</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Shabbat <b>Key Question:</b> Is Shabbat important to Jewish children? <b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Chanukah <b>Key Question:</b> Does celebrating Chanukah make Jewish children feel close to God? <b>Religion:</b> Judaism</p>	
2	<p><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</p>	<p><b>Theme:</b> Christmas - Jesus as gift from God <b>Key Question:</b> Why did God give Jesus to the world? <b>Religion:</b> Christianity</p>	<p><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</p>	<p><b>Theme:</b> Easter - resurrection <b>Key Question:</b> Is it true that Jesus came back to life again? <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> The Covenant <b>Key Question:</b> How special is the relationship Jews have with God? <b>Religion:</b> Judaism</p>	<p><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</p>	<p><b>Theme:</b> Hajj <b>Key Question:</b> Does completing Hajj make a person a better Muslim? <b>Religion:</b> Islam</p>
	<p><b>Theme:</b> Prayer at home <b>Key Question:</b> Does praying at regular intervals every day help a Muslim in his/her everyday life? <b>Religion:</b> Islam</p>	<p><b>Theme:</b> Community and Belonging <b>Key Question:</b> Does going to the Mosque give Muslims a sense of belonging? <b>Religion:</b> Islam</p>					



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
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> 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>Theme:</b> Christmas</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>Key Question:</b> Could Jesus really 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>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> 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> 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> 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>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>Key Question:</b> Is forgiveness always possible?</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>	
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>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>Key Question:</b> Did God intend Jesus to be crucified?</p> <p><b>Religion:</b> Christianity</p>	<p><b>*Theme:</b> Beliefs and moral values</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> 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>
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>Key Question:</b> How significant is it that Mary was Jesus' mother?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Beliefs and Meaning</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>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 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>		