



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,

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CEO: Discovery RE

Mapping Discovery RE to the Buckinghamshire Agreed Syllabus 2022

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. Baha'i, Buddhism, Hinduism, Humanism, Islam, Judaism and Sikhism are also covered. Additional Humanist perspectives are added when appropriate in some enquiries. Each enquiry unit demands the equivalent of 6 lessons, but teaching time could be blocked over perhaps 3 half days to enhance learning. Each enquiry has a learning objective which shows the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout as is each enquiry's contribution to the British Values agenda.

1. The pedagogies (teaching approaches)

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

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

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

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

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

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

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

2. Which religion/s when?

Discovery RE

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

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

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

Year 1 Christianity plus Judaism

Year 2 Christianity plus Judaism OR Islam

Year 3 Christianity plus Hinduism OR Sikhism

Year 4 Christianity plus Judaism OR Buddhism

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

Year 6 Christianity plus Islam

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

Additional enquiries have been recently written to give greater choice to schools reflecting the more inclusive nature of the subject reflected in some locally agreed syllabuses.

These extra Key Stage 2 enquiries include

- Christianity (The new Covenant, the Trinity and the Four Gospels)
- Islam (Allah, The Qur'an and Muhammad)
- Bahai (Beliefs, teachings and commitment)
- Humanism (introduction)

Which religions when in the Buckinghamshire agreed syllabus?

The Buckinghamshire syllabus stipulates the following coverage:

To meet the Early Learning Goals and the requirements of the Buckinghamshire Agreed Syllabus, Reception classes should include specific planned activities (for example on festivals, special places, and faith leaders) for developing children's knowledge and understanding of religious and other beliefs, cultures, and ways of living through circle time and everyday routines as well as through child-initiated opportunities.

During Key Stage 1 Pupils study Christianity plus one other Abrahamic religion in depth (the syllabus recommends Judaism). With reference to one Dharmic tradition and non-religious backgrounds (not necessarily a specific non-religious worldview).

During Lower Key Stage 2 Pupils study Christianity plus one different Abrahamic religion and one Dharmic tradition in depth (the syllabus recommends Islam and Hinduism). With reference to other religious traditions and non-religious perspectives as appropriate.

During Upper Key Stage two pupils study Christianity plus one other Abrahamic religion and one Dharmic tradition (these could either be a continuation from LKS2 or different ones, the syllabus recommends continuing with Islam and Hinduism) and Humanism. With reference to other religious traditions and worldviews as appropriate.

3. Subject Knowledge content

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

The Buckinghamshire syllabus lists four aims of RE – these are listed below

1. To understand the nature, role and influence of religion and worldviews, locally, nationally, and globally.
2. To reflect on questions of meaning, purpose and value.
3. To formulate reasoned opinion and argument.
4. To enter into meaningful dialogue with people of different beliefs and backgrounds, appreciating and celebrating diversity, recognising what we hold in common, and respecting a shared humanity that can be experienced, expressed, and responded to in diverse ways.

Religions and worldviews will be explored in an educational context appropriate to the experience of the age group and addressing three broad core questions through a number of enquiries:

KS1 - • How does our background influence who we are? • How does belonging to a religion or group affect people's lives? • How should we behave and treat others and the world?

LKS2 - • What is most important in life? • How do different religions show what is most important to them? • How does this affect their attitudes and behaviour towards themselves, other people, and the world around them?

UKS2 - • What do people believe about life, the world, and the good life? • Where do these beliefs, attitudes and ways of living come from? • How are these expressed and lived out in the lives of individuals and communities?

The Buckinghamshire syllabus states that to meet the Early Learning Goals and the requirements of the Buckinghamshire Agreed Syllabus, Reception classes should include specific planned activities (for example on festivals, special places, and faith leaders) for developing children's knowledge and understanding of religious and other beliefs, cultures, and ways of living through circle time and everyday routines as well as through child-initiated opportunities.

During the Foundation Stage Discovery RE covers aspects of RE through big questions which focus on areas like special people, places, times and stories – this is consistent with the Buckinghamshire syllabus.

The Six EYFS big questions in Discovery RE are:

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

These would fit well with the Buckinghamshire requirements.

During Key Stage 1 Pupils study Christianity plus one other Abrahamic religion in depth (the syllabus recommends Judaism). With reference to one Dharmic tradition and non-religious backgrounds (not necessarily a specific non-religious worldview).

Discovery RE offers the choice of Christianity and Judaism and/or Islam in Key Stage 1 so offers Buckinghamshire schools the opportunity to cover the recommended religions. If a dharmic tradition needed to be referenced, it would be easy to bring one of these enquiries down from lower key stage 2

The Buckinghamshire syllabus includes core questions, these have been translated into enquiry questions – see below

Core Questions:

- How does our background influence who we are?
- How does belonging to a religion or group affect people's lives?
- How should we behave and treat others and the world?

Enquiries (referring back to the core questions):

1. What does it mean to be me? (Who I am).
2. How important are the groups people belong to? (Belonging).
3. What makes some people so important? (Important people).
4. Why are some places so important? (Important places).
5. What makes some things sacred to some groups of people? (Special things).
6. What makes some stories so important to different people? (Sacred books).
7. Why is it important to look after our world? (The natural world).
8. Why do we celebrate important occasions? (Special occasions).

In exploring these questions, the children will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family and community.
- What they believe, what they think is important, and how those influence their day-to-day lives.

The table below shows how the Discovery RE enquiry units could help to deliver some of the suggested core questions in the Buckinghamshire syllabus

Key Stage 1 Christianity, Islam and Judaism examples are used – a few dharmic tradition examples are also included (these are brought down from lower key stage 2)

Buckinghamshire 2022	Discovery RE	
Core Question	Enquiry Question	Suggested content
1. What does it mean to be me? (Who I am). 2. How important are the groups people belong to? (Belonging).	What is the best way for a Jew to show commitment to God?	Bar/Bat Mitzvah - Mitzvah day Tu B'Shevat (tree)
	Does joining the Khalsa make a person a better Sikh?	Khalsa, Amrit, 5Ks,
3. What makes some people so important? (Important people).	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Preparing for a special person The Messiah
4. Why are some places so important? (Important places).	Does going to a mosque give Muslims a sense of belonging?	Mosque, washing, prayer in a mosque
	Is Shabbat important to Jewish children?	Special day – Shabbat meal - synagogue
	Would visiting the River Ganges feel special to a non-Hindu?	River Ganges, pilgrimage, funeral customs, Varanasi
5. What makes some things sacred to some groups of people? (Special things).	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Concept: Incarnation	Giving – care taken as to the choice of gift
6. What makes some stories so important to different people? (Sacred books).	Is it possible to be kind to everyone all of the time?	Good Samaritan, Love your neighbour, Healing the paralysed man
	How important is it for Jewish people to do what God asks them to do?	Covenant, Abraham, Moses, Passover, the Exodus, Seder meal - symbolism
7. Why is it important to look after our world? (The natural world).	Does God want Christians to look after the world?	Creation Story -environmental issues recycling/ stewardship
8. Why do we celebrate important occasions? (Special occasions).	Why do Christians believe God gave Jesus to the world? Concept: Incarnation	Saviour, Advent, Jesus' teachings,
	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, mandir
	How important is it to Christians that Jesus came back to life after his crucifixion? Concept: Salvation	Easter symbols – resurrection- new life - egg

Key Stage 2

During Lower Key Stage 2 Pupils study Christianity plus one different Abrahamic religion and one Dharmic tradition in depth (the syllabus recommends Islam and Hinduism). With reference to other religious traditions and non-religious perspectives as appropriate.

The Buckinghamshire syllabus includes core questions, these have been translated into enquiry questions – see below

Core Questions:

- What is most important in life?
- How do different religions show what is most important to them?
- How does this affect their attitudes and behaviour towards themselves, other people, and the world around them?

Enquiries: (referring back to the core questions)

- How and why do people worship? (Worship).
- Are places of worship really needed? (Religious buildings).
- What holds communities together? (Religion in the community).
- How do religions express their beliefs about God? (Symbolism).
- Why are sacred texts and holy books so important? (Sacred Texts).
- What do our celebrations show about what we think is important in life? (Festivals).

The table below shows how the Discovery RE enquiry units could help to deliver some of the suggested core questions in the Buckinghamshire syllabus

Recent new Islam enquiries developed for Lower KS2 in Discovery RE are included in italics and available to Discovery RE schools via the community area.

Examples from Bahai, Buddhism, Christianity, Hinduism (Sanatan Dharma), Humanism, Islam, Judaism and Sikhism are include here as Discovery RE has enquiry units for all 8 of these worldviews.

Lower Key Stage 2

Buckinghamshire 2022	Discovery RE	
Core Question	Enquiry Question	Suggested content
How and why do people worship? (Worship).	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, mandir
	Does completing Hajj make a person a better Muslim?	Pilgrimage – Hajj – Makkah – significance – 5 pillars- Eid-ul-Adha
Are places of worship really needed? (Religious buildings).	Do people need to go to church to show they are Christians?	Church, baptism, Eucharist, worship, daily life, prayer
What holds communities together? (Religion in the community).	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)
	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).
	Do Sikhs think it is important to share?	Vaisakhi, Divali, Guru Hargobind, Gurdwara, Guru Granth Sahib, Langar
	How important is it for Jewish people to do what God asks them to do?	Kashrut, Kosher, Passover, Seder Meal Shavuot

How do religions express their beliefs about God? (Symbolism).	Does belief in the Trinity help Christians make better sense of God as a whole?	Trinity, Bible, church, hymns, creeds, Gospels
	How can Brahman be everywhere and in everything?	Brahman, deities, Ganesha, Trimurti, murtis
	<i>How special is Allah to Muslims?</i>	<i>Respect – 99 names of Allah – focus on 10 of these - Qur'an</i>
	Does joining the Khalsa make a person a better Sikh?	Khalsa, Amrit, 5Ks,
Why are sacred texts and holy books so important? (Sacred Texts).	Is forgiveness always possible for Christians?	The Last Supper, Forgiveness, Jesus' teachings on enemies, anger, revenge,
	<i>How does the Qur'an influence Muslims today?</i>	<i>Care of the Qur'an – Importance to Muslims – Stewardship – Muhammad's last speech</i>
	How important is Bahá'u'lláh to Bahá'ís?	Key beliefs, Bahá'u'lláh's teachings, impact of his life and example to believers
What do our celebrations show about what we think is important in life? (Festivals).	Has Christmas lost its true meaning?	Symbols, key message to Christians,
	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, mandir
	What is 'good' about Good Friday?	The Last Supper, Crucifixion, forgiveness
	What is the most significant part of the nativity story for Christians today?	Christmas symbols, angel, star, gifts, Incarnation, Christingle
	How should Humanists lead a good life?	Golden Rule, Humanist beliefs and ideas.

Upper Key Stage 2

During Upper Key Stage two pupils study Christianity plus one other Abrahamic religion and one Dharmic tradition (these could either be a continuation from LKS2 or different ones, the syllabus recommends continuing with Islam and Hinduism) and Humanism. With reference to other religious traditions and worldviews as appropriate.

Core Questions:

- What do people believe about life, the world, and the good life?
- Where do these beliefs, attitudes and ways of living come from?
- How are these expressed and lived out in the lives of individuals and communities?

Enquiries: (referring back to the core questions)

- Why do religions or non-religious groups celebrate important moments in life? (Rites of Passage).
- Why is pilgrimage so important to some religious communities? (Pilgrimage).
- Why don't all members of a religious or non-religious community believe and live in the same ways? (Diversity).
- How did the religions and worldviews begin? (Founders and Prophets / Roots)

- How does what we believe influence the way we should treat the world? (Creation and environment).
- What do the religious and non-religious worldviews teach about ‘the good life’? (Ethics).

The table below shows how the Discovery RE enquiry units could help to deliver some of the suggested core questions in the Buckinghamshire syllabus

Examples from Bahai, Buddhism, Christianity, Hinduism (Sanatan Dharma), Humanism, Islam, Judaism and Sikhism are included here as Discovery RE has enquiry units for all 8 of these worldviews.

Buckinghamshire 2022	Discovery RE	
Core Question	Enquiry Question	Suggested content
Why do religions or non-religious groups celebrate important moments in life? (Rites of Passage).	What is the best way for a Hindu to show commitment to God?	Murtis, worship at home (Puja), 4 goals, Dharma, Pilgrimage
	Does joining the Khalsa make a person a better Sikh?	Khalsa, Amrit, 5Ks,
Why is pilgrimage so important to some religious communities? (Pilgrimage).	Would visiting the River Ganges feel special to a non-Hindu?	River Ganges, pilgrimage, funeral customs, Varanasi
	What is the best way for a Muslim to show commitment to God	5 pillars – prayer – charity - fasting – Hajj pilgrimage
	How far would a Sikh go for his/ her religion?	Guru Nanak, Worship, the Langar, the Golden Temple of Amritsar, marriage, 5Ks
Why don't all members of a religious or non-religious community believe and live in the same ways? (Diversity).	Is Christianity still a strong religion 2000 years after Jesus was on Earth? Concept: Gospel	Festivals, charities, Christianity in society, diversity within tradition
	What is the best way for a Sikh to show commitment to God?	5 Ks, Gurdwara, Sewa, individual journey
How did the religions and worldviews begin? (Founders and Prophets / Roots)	<i>How important is the prophet Muhammad to Muslims?</i>	<i>Prophethood - Story of Muhammad, 5 pillars (Sunni Islam)</i>
	How special is the relationship Jews have with God?	Covenant, Abraham, Isaac, Moses, Ten Commandments, Synagogue, Torah, Ner Tamid, Mezuzah, Shema
	Could Jesus heal people? Were these miracles or is there some other explanation?	Jesus the Messiah? - Jesus and the blind man-The paralysed man - Miracles
How does what we believe influence the way we should treat the world? (Creation and environment).	Is anything ever eternal? Concept: Salvation	Jesus' teachings and parables, Lost Son, 10 lepers, 2 Great commandments, agape, heaven, love
	How can Brahman be everywhere and in everything?	Is there a soul? trimurti, God, deities,
	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)
What do the religious and non-religious worldviews teach about 'the good life'? (Ethics).	How significant is it for Christians to believe God intended Jesus to die?	Last Supper, Holy week, Crucifixion
	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Good deeds, Rama, re-incarnation, Sadhu
	Does belief in Akhirah (life after death) help Muslims lead good lives?	Actions/consequences, Greater Jihad, Military Jihad, Qur'an, Lesser Jihad/Holy War
	How important is it for Jewish people to do what God asks them to do?	Kashrut, Kosher, Passover, Seder Meal Shavuot
	Do Sikhs think it is important to share?	Vaisakhi, Divali, Guru Hargobind, Gurdwara, Guru Granth Sahib, Langar
	What is the best way for a Bahá'í to lead a good life?	Teachings including oneness of humanity, working together, unity in diversity, equality, education – being the best person you can be. Virtues. Moderation in all things.
	How should Humanists lead a good life?	Golden Rule, Humanist beliefs and ideas.
	Can the Buddha's teachings make the world a better place?	The 8-fold path, 3 universal truths, suffering, Buddha's teachings, Right Speech

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

Please compare to the overview grid below.

4. The assessment process

Assessment in Discovery RE

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

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

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

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

End of Key Stage Colour-coded descriptors in Discovery RE

<p>“WORKING AT” expectation.</p> <p>Most children are expected to reach these expectations.</p>	<p>GREEN DESCRIPTORS</p> <p>Personal resonance with or reflection on</p> <p>The concept / belief underlying the subject matter of the enquiry</p> <p>Child’s own thoughts, opinions, belief, empathy.</p>	<p>BLUE DESCRIPTORS</p> <p>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)</p>	<p>RED DESCRIPTORS</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>	<p>I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world</p> <p>I can verbalise and / or express my own thoughts</p>	<p>I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.</p>	<p>I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.</p>
<p>End of LOWER key Stage 2 (Year 4, Age 9, ‘old’ Level 3)</p>	<p>I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews.</p> <p>I can express my own opinions and start to support them with rationale.</p>	<p>I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.</p>	<p>I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.</p>
<p>End of Key Stage 2 (Year 6, Age 11, ‘old’ Level 4)</p>	<p>I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs</p> <p>I can express my own thoughts etc having reflected on them in relation to other people’s.</p>	<p>I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.</p>	<p>I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.</p>

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

The 3 aspects of learning are colour-coded:

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

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

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

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



Year 2 My Learning Progress

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

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

Name:

Class:

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

I am proud that I

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

Assessment process in the syllabus

The Buckinghamshire Agreed Syllabus encourages schools to use the progression statements and end of Key Stage statements provided to measure and report progress but is mindful that schools should adapt this to their whole-school assessment and reporting policy as far as is practicable. Progression statements are provided for the end of Key Stage One and Lower and Upper Key Stage Two.

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

Support for Discovery RE schools in Buckinghamshire

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

We offer ongoing support to schools using Discovery RE by:

- Offering each school a mentor, always on hand to answer any questions and offer support and advice
- Giving password-protected access to the Discovery RE Community Area on the website
- Regular newsletters including updates and more teaching/learning ideas

Our Philosophy

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

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

Discovery RE uses a four-step enquiry model - The four steps are: **Engagement, Investigation, Evaluation and Expression**

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

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

Jan Lever



Discovery RE: Overview



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



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



2	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time?	Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	Theme: Key Question: How important is it for Jewish people to do what God asks them to do? Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/her everyday life?	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	Theme: Key Question: How special is the relationship Jews have with God? Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam
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3	<p>Theme: Diwali</p> <p>Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: Hinduism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Has Christmas lost its true meaning?</p> <p>Religion: Christianity</p>	<p>Theme: Jesus' Miracles</p> <p>Concept: Incarnation</p> <p>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>Religion: Christianity</p>	<p>Theme: Easter - Forgiveness</p> <p>Concept: Salvation</p> <p>Key Question: What is 'good' about Good Friday?</p> <p>Religion: Christianity</p>	<p>*Theme: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>*Theme: Pilgrimage to the River Ganges</p> <p>Key Question: Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Religion: Hinduism</p>
	<p>*Theme: The Amrit Ceremony and the Khalsa</p> <p>Key Question: Does joining the Khalsa make a person a better Sikh?</p> <p>Religion: Sikhism</p>				<p>*Theme: Sharing and Community</p> <p>Key Question: Do Sikhs think it is important to share?</p> <p>Religion: Sikhism</p>	<p>*Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Religion: Sikhism</p>

There are 3 additional optional **Islam** and 3 optional **Bahá'í** enquiries for lower key stage 2 available in the community area. These are detailed in the summary below.

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

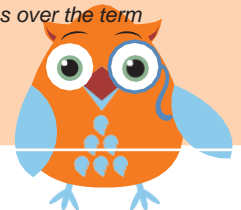
There is an additional optional Christianity enquiry at the end of the Year 4 section: Why are there four Gospels and how are they relevant to Christians today?



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

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

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



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

There is also a Humanism enquiry "How should Humanists lead a good life" for KS2 to use as an introduction to Humanism wherever they feel most appropriate

Discovery RE 3rd edition

Content summary for each Discovery RE enquiry

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

Christianity cont.

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

Bahá'í

Year & Term	Discovery RE enquiry question	Key Content
Year 3/4: New optional Bahá'í Enquiries available in the community area of the Discovery RE website		
Year 3/4 Autumn 1	How important is Bahá'u'lláh to Bahá'ís?	Key beliefs, Bahá'u'lláh's teachings, impact of his life and example to believers
Year 3/4 Summer 1	What is the best way for a Bahá'í to lead a good life?	Teachings including oneness of humanity, working together, unity in diversity, equality, education – being the best person you can be. Virtues. Moderation in all things.
Year 3/4 Summer 2	What is the best way for a Bahá'í to show commitment to God?	Prayer, reading from writings, individual freedom, responsibility, Nineteen Day Feast, prejudice and giving.

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 3/4: New optional Islam Enquiries available in the community area of the Discovery RE website		
Year3/4 Autumn 1	How special is Allah to Muslims?	Respect-99 names of Allah – focus on 10 of these – Qur’an
Year 3/4 Summer 1	How important is the prophet Muhammad to Muslims?	Prophethood – Story of Muhammad, 5 Pillars (Sunni Islam)
Year 3/4 Summer 2	How does the Qur’an influence Muslims today?	Care of the Qur’an – Importance to Muslims – Stewardship Muhammad’s last speech
Year 6 Autumn 1	What is the best way for a Muslim to show commitment to God	5 pillars - prayer - charity -fasting - Hajj pilgrimage
Year 6 Summer 1	Does belief in Akhirah (life after death) help Muslims lead good lives?	Actions/consequences, Greater Jihad, Military Jihad, Qur’an, Lesser Jihad/Holy War
Year 6 Summer 2		

Judaism

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

Sikhism

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

Humanism

Year & Term	Discovery RE enquiry question	Key Content
KS2	How should Humanists lead a good life?	Golden Rule, Humanist beliefs and ideas.