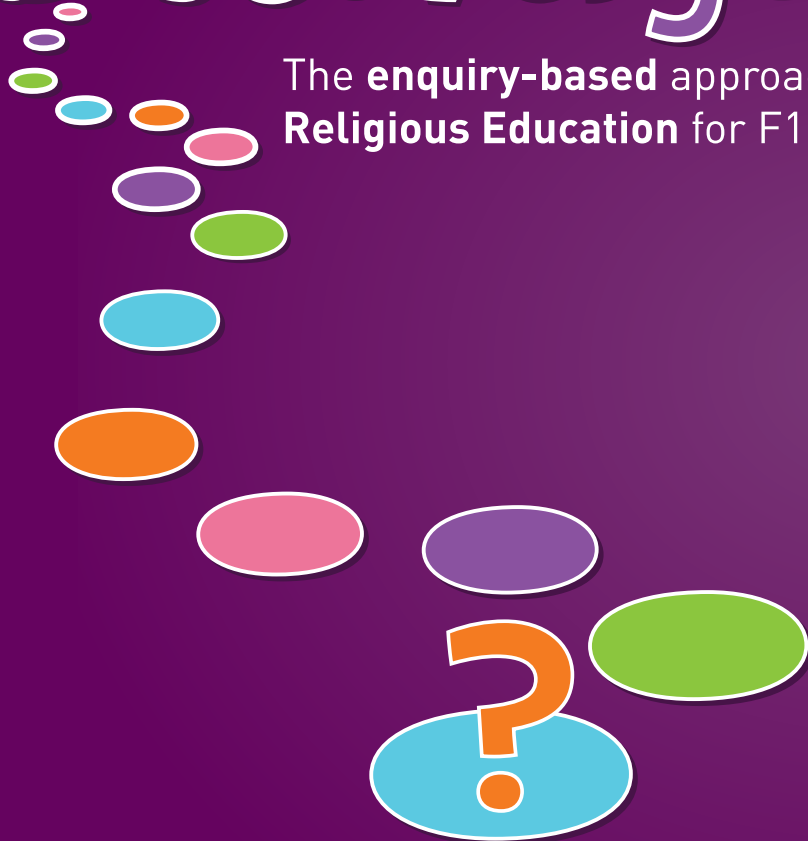


Discovery RE® and the 2014 National Curriculum

Discovery RE®

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



www.discoveryschemeofwork.com



Where Discovery RE can support use of the new National Curriculum 2014

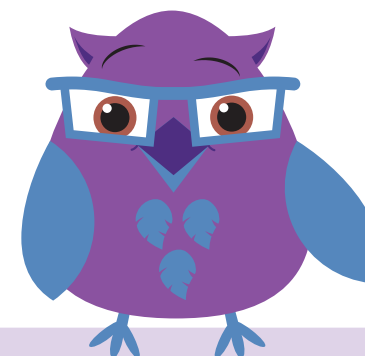
Generic Programme of Study Objectives supported by the Discovery RE enquiry based approach:

English

Spoken Language

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and build vocabulary and knowledge.
- Articulate and justify answers, arguments and opinions
- Give well structured descriptions and explanations
- Participate actively in collaborative conversations
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances and debates
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.



Reading and Writing:

Schools should do everything to promote wider reading (wide range of cultural/religious stories and texts in Discovery RE).

The writing children do should include narratives, explanations, descriptions, comparisons, summaries and evaluations.

(Most assessment tasks include some aspects of these).

Vocabulary Development

Teachers should develop vocabulary actively by building systematically on the pupils' current knowledge.

They should increase the pupils' store of words in general...this...expands the vocabulary choices that are available to them when they write.

...vital for pupils' comprehension that they understand the meanings of words they meet in all their reading across all subjects.

It is particularly important to induct pupils into the language which defines each subject in its own right such as accurate mathematical and scientific language.

(Although RE is not listed it is obviously rich in vocabulary which "defines" its subject matter.)

History:

- Know and understand the history of these islands from the earliest times to the present day ...and how Britain has influenced and been influenced by the wider world (natural link to all the different religions now found within Britain).
- Gain historical perspectives by placing their growing knowledge into different contexts ...understanding the connections ...between cultural, military, political, religious and social history.

It should be noted that in KS3 History the role of the Church in the history of the British Isles is pivotal so requires a thorough grounding in Christianity in Primary.

Specific links between foundation subjects and Discovery RE in each key stage:

NB: other links may be possible depending on individual teachers' choice of activities for each lesson. Those listed below are for an overall Discovery RE enquiry.

Key Stage 1

Discovery Enquiry		Religions studied:	New national Curriculum links (suggested specific links in <i>italics</i>) Where a subject is not listed, it has no direct objectives covered by Discovery RE.				
			Design & Technology	Art and Design	Geography	History	Music
Year 1			• prepare dishes. • understand where food comes from. (<i>Enquiries including Jewish food and food laws</i>)	• Pupils should use a range of materials creatively to design and make products. • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Pupils should be taught about the www woo.....a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.	• Use basic geographical vocabulary to refer to key physical features (e.g. beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation) • Use basic geographical vocabulary to refer to key human features including city, town, village, house etc. (could include places of worship). • Use simple fieldwork and observational skills to study the geography of their school.....and the key human ...features of its surrounding environment (could include places of worship).	• Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Pupils should be taught about events beyond living memory. • Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.	• Use voices expressively by singing songs and speaking chants • Listen with concentration to a range of high-quality live and recorded music (e.g. <i>Islamic call to prayer</i>) • Appreciate and understand a wide range of high quality and recorded music drawn from different traditions.
Does God want Christians to look after the world?	Christianity						
What gift would I have given Jesus if he had been born in my town, not in Bethlehem?	Christianity						
Was it always easy for Jesus to show friendship?	Christianity						
Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Christianity						
Is Shabbat important to Jewish children?	Judaism						
Does celebrating Chanukah make Jewish children feel close to God?	Judaism						
Year 2							
Is it possible to be kind to everyone all of the time?	Christianity						
Why did God give Jesus to the world?	Christianity						
How important is it for Jewish people to do what God asks them to do? OR Does praying at regular intervals every day help a Muslim in his/her everyday life?	Judaism Islam						
Is it true Jesus came back to life again?	Christianity						
How special is the relationship Jews have with God? OR Does going to a Mosque gives Muslims a sense of belonging?	Judaism Islam						
What is the best way for a Jew to show commitment to God? OR Does completing a Hajj make a person a better Muslim?	Judaism Islam						



Lower Key Stage 2 (Yrs 3 & 4)

Discovery Enquiry		Religions studied:	New national Curriculum links (suggested specific links in <i>italics</i>) Where a subject is not listed, it has no direct objectives covered by Discovery RE.				
			Design & Technology	Art and Design	Geography	History	Music
Year 3			- Understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques. - Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (<i>Sikh food sharing, Passover</i>) Pupils should be taught : - About great artists and designers (<i>from any culture or religion</i>).		- Locate the world's countries (<i>River Ganges/India etc.</i>) concentrate on their key physical and human characteristics and major cities. - Use fieldwork to observe, measure and record the human...features in the local area using a range of methods including sketch maps plans and graphs and digital technologies. (To include places of worship as human features).	- The Roman Empire and its impact on Britain – <i>link to Nativity that Roman Empire stretched to Bethlehem and Britain</i>..guidance recommends that includes early Christianity. - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (<i>Britain's move into Christianity</i>) – guidance suggests Christian conversion – Canterbury, Iona and Lidiſfarne. - The achievements of the earliest civilizations – in depth study from a choice that could includes Ancient Egypt – <i>link to first (Passover)</i>	Appreciate and understand a wide range of high quality and recorded music drawn from different traditions and from great musicians and composers (<i>could be from any culture or religion</i>).
Does celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Hinduism						
OR							
Does joining the Khalsa make a person a better Sikh?	Sikhism						
Has Christmas lost its true meaning?	Christianity						
Could Jesus really heal people? Were these miracles or is there some other explanation?	Christianity						
What is good about Good Friday?	Christianity						
How can Brahman be everywhere and in everything?	Hinduism						
OR							
Do Sikhs think it is important to share?	Sikhism						
Would visiting the River Ganges feel special to a non-Hindu?	Hinduism						
OR							
What is the best way for a Sikh to show commitment to God?	Sikhism						
Year 4							
How special is the relationship Jews have with God?	Judaism						
What is the most significant part of the nativity story for Christians today?	Christianity						
How important is it for Jewish people to do what God asks them to do?	Judaism						
Is forgiveness always possible?	Christianity						
What is the best way for a Jew to show commitment to God?	Judaism						
Do people need to go to church to show they are Christians?	Christianity						



Upper Key Stage 2 (Yrs 5 & 6)

Discovery Enquiry		Religions studied:	New national Curriculum links (suggested specific links in <i>italics</i>) Where a subject is not listed, it has no direct objectives covered by Discovery RE.				
			Design & Technology	Art and Design	Geography	History	Music
Year 5			• know where and how a variety of ingredients are grown, reared, caught and processed. (Holy Communion)	Pupils should be taught : About great artists and designers (<i>from any culture or religion</i>).	• Locate the world's countries (<i>River Ganges/India, Hindu commitment etc.</i>) concentrate on their key physical and human characteristics and major cities. <i>Can also support identifying places where persecution happens) and the Arab/Israeli conflict.</i>	• A non-European society that provides contrasts with British history – could choose an Islamic civilization.	• Use their voices (Aum chant) • Appreciate and understand a wide range of high quality and recorded music drawn from different traditions and from great musicians and composers (<i>could be from any culture or religion</i>).
How far would a Sikh go for his/her religion? OR What is the best way for a Hindu to show commitment to God?	Sikhism Hinduism						
Is the Christmas story true?	Christianity						
Are Sikh stories important today? OR How can Brahman be everywhere and in everything?	Sikhism Hinduism						
Did God intend Jesus to be crucified?	Christianity						
What is the best way for a Sikh to show commitment to God? OR Do beliefs in karma, samsara and moksha help Hindus lead better lives?	Sikhism Hinduism						
What is the best way for a Christian to show commitment to God?	Christianity						
Year 6							
What is the best way for a Muslim to show commitment to God?	Islam						
How significant is it that Mary is Jesus' mother?	Christianity						
Is anything ever eternal?	Christianity						
Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Christianity						
Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit)	Islam						



