



# DISCOVERY CURRICULUM



# RELIGIOUS EDUCATION

# INTENT

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Some year 1 children showing the Tzedakah boxes they made and the wooden spoon Ruth characters.



## Religious Education - Intent

At Westfield Primary Academy, we believe that a high-quality religious education will help pupils' gain a coherent knowledge and understanding, where they can articulate clearly and confidently their personal beliefs, ideas, values and experiences.

RE is taught using the 'Discovery RE' scheme. It adapts an enquiry-based approach to teaching and learning. Religious Education is a key player in engendering knowledge and understanding however, does not teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider beliefs and positions they encounter. Progression is evident through building upon the pupil's prior knowledge, allowing them to follow the steps of engaging and investigating the different religions, leading to the process of evaluating and expressing to ensure understanding and progress is made. This should inspire and build each child's 'religious literacy', helping them to understand the nature and diversity of religion and belief in the world in which they live and the relationships between different groups of society.'

RE offers distinctive opportunities to promote pupils' spiritual, moral, social and cultural development allowing time for reflection, discussion, dialogue and debate. The Discovery RE scheme contributes to the British Values agenda.

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### Early Years

Although the syllabus is not required in Early Years, the Discovery RE allows the children through a variety of different themes to have the opportunity to explore and compare other major world religions in order to extend their knowledge and understanding.

These units support opportunities within the church calendar, with learning focusing on Christmas, Easter and new beginnings.

Each half-term theme follows the progression of 'interest me', 'help me learn' and 'let's think'.



### Aims of the RE Curriculum




Autumn 1 - Foundation 1 - Special People - Lesson 1: Families

Foundation 1  
Teaching and  
Learning Activities  
(length 15 mins max)

<p><b>Interest Me</b></p> 	<p>Show photograph cards of different activities that children might do with a member of their family e.g. reading a book or being pushed on the swings. Hold up each picture one at a time. Ask the children to stand up when they see something they do with a member of their family/the people they live with. Introduce Bertie Owl as a special friend in our class who will help us learn. You can ask him any questions you like, and he will ask you some too.</p>
<p><b>Help Me Learn</b></p> 	<p>Invite the children into a circle and ask them to think about the best thing they do with their family. Pass Bertie Owl around the circle and ask the children to share their ideas with the class.</p> <p><b>Questions:</b> Who is special to you at home? What special things do you do with your family? What special things does Bertie do?</p>
<p><b>Let's Think</b></p> 	<p>Read one or two of the suggested stories or similar ones about the love of a family. Talk about how our families are very special to us and use some of the examples given by the children to reinforce the special bond and love shared within a family. Is there anything you would like to ask Bertie?</p>



## Key Stage One

The national curriculum for religions education aims to ensure that all Key Stage One pupils:

- **Learn about the place of religion and belief in their local community** – recognising diversity and the influence of those religions and worldviews, and exploring questions about the meaning, purpose and value of life.
- **Learn about key features of Christianity** (selected from key beliefs, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories) exploring their significance for Christians.
- **Learn about key features of at least one other religion or non- religious worldview** (selected from key beliefs and, in the case of religion, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories) exploring their significance for followers of that religion or worldview.

## Key Stage Two

The national curriculum for religions education aims to ensure that all KS2 pupils:

- **Learn about the nature of religion and belief** exploring questions about the nature, truth, meaning and value of religion and belief.
- **Learn about Christianity**, focusing on the way in which beliefs, practices and ways of life link together, recognising diversity of interpretation.
- **Learn about at least two other religions and/or worldviews**, focusing on the way in which beliefs, practices and ways of life link together, recognising diversity of interpretation.



### Overview Years F1/2 to Year 6



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



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

<b>2</b>	<b>Theme:</b> What did Jesus teach?  <b>Key Question:</b> Is it possible to be kind to everyone all of the time?  <b>Religion:</b> Christianity	<b>Theme:</b> Christmas - Jesus as gift from God  <b>Concept:</b> Incarnation  <b>Key Question:</b> Why do Christians believe God gave Jesus to the world?  <b>Religion:</b> Christianity	<b>Theme:</b> Passover  <b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?  <b>Religion:</b> Judaism  <b>Theme:</b> Prayer at home  <b>Key Question:</b> Does praying at regular intervals help a Muslim in his/her everyday life?  <b>Religion:</b> Islam	<b>Theme:</b> Easter - Resurrection  <b>Concept:</b> Salvation  <b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion?  <b>Religion:</b> Christianity	<b>Theme:</b> The Covenant  <b>Key Question:</b> How special is the relationship Jews have with God?  <b>Religion:</b> Judaism  <b>Theme:</b> Community and Belonging  <b>Key Question:</b> Does going to a Mosque give Muslims a sense of belonging?  <b>Religion:</b> Islam	<b>Theme:</b> Rites of Passage and good works  <b>Key Question:</b> What is the best way for a Jew to show commitment to God?  <b>Religion:</b> Judaism  <b>Theme:</b> Hajj  <b>Key Question:</b> Does completing Hajj make a person a better Muslim?  <b>Religion:</b> Islam
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**Overview Years F1/2 to Year 6**

3	<p><b>Theme:</b> Diwali</p> <p><b>Key Question:</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p><b>Religion:</b> Hinduism</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Has Christmas lost its true meaning?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Jesus' Miracles</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter - Forgiveness</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> What is 'good' about Good Friday?</p> <p><b>Religion:</b> Christianity</p>	<p><b>*Theme:</b> Hindu Beliefs</p> <p><b>Key Question:</b> How can Brahman be everywhere and in everything?</p> <p><b>Religion:</b> Hinduism</p>	<p><b>*Theme:</b> Pilgrimage to the River Ganges</p> <p><b>Key Question:</b> Would visiting the River Ganges feel special to a non-Hindu?</p> <p><b>Religion:</b> Hinduism</p>
	<p><b>*Theme:</b> The Amrit Ceremony and the Khalsa</p> <p><b>Key Question:</b> Does joining the Khalsa make a person a better Sikh?</p> <p><b>Religion:</b> Sikhism</p>				<p><b>*Theme:</b> Sharing and Community</p> <p><b>Key Question:</b> Do Sikhs think it is important to share?</p> <p><b>Religion:</b> Sikhism</p>	<p><b>*Theme:</b> Prayer and Worship</p> <p><b>Key Question:</b> What is the best way for a Sikh to show commitment to God?</p> <p><b>Religion:</b> Sikhism</p>

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**Optional Islam enquiries**

There are 3 Islam enquiries for Years 3/4 available on the Discovery RE Community Area (Resources Tab):

How special is Allah to Muslims?

How important is the Prophet Muhammad to Muslims?

How does the Qur'an influence Muslims today?

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

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?

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Overview Years F1/2 to Year 6

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> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Is the Christmas story true?</p> <p><b>Religion:</b> Christianity</p>	<p><b>*Theme:</b> Beliefs and moral values</p> <p><b>Key Question:</b> Are Sikh stories important today?</p> <p><b>Religion:</b> Sikhism</p>	<p><b>Theme:</b> Easter</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> How significant is it for Christians to believe God intended Jesus to die?</p> <p><b>Religion:</b> Christianity</p>	<p><b>*Theme:</b> Prayer and Worship</p> <p><b>Key Question:</b> What is the best way for a Sikh to show commitment to God?</p> <p><b>Religion:</b> Sikhism</p>	<p><b>Theme:</b> Beliefs and 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>
	<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> 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> 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>			

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

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





Discovery RE

How is the planning set out in Discovery RE?  
Discovery RE advocates an enquiry-based approach with a 4-step process



### The 4-step enquiry process

'The key question for the enquiry is such that it demands 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. Discover RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing knowledge and nurturing spiritual development.'

#### Step 1- 'Engagement' usually 1 lesson

The human experience underpinning the key question explored here within the children's own experience, whether that includes religion or not.

#### Step 2- 'Investigation' usually 3 lessons

The teacher guides the children through the enquiry, children gaining subject knowledge carefully to assist their thinking about the key question.

#### Step 3- 'Evaluation' usually 1 lesson

This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task.

#### Step 4- 'Expression' usually 1 lesson

Children are taken back to step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs.

