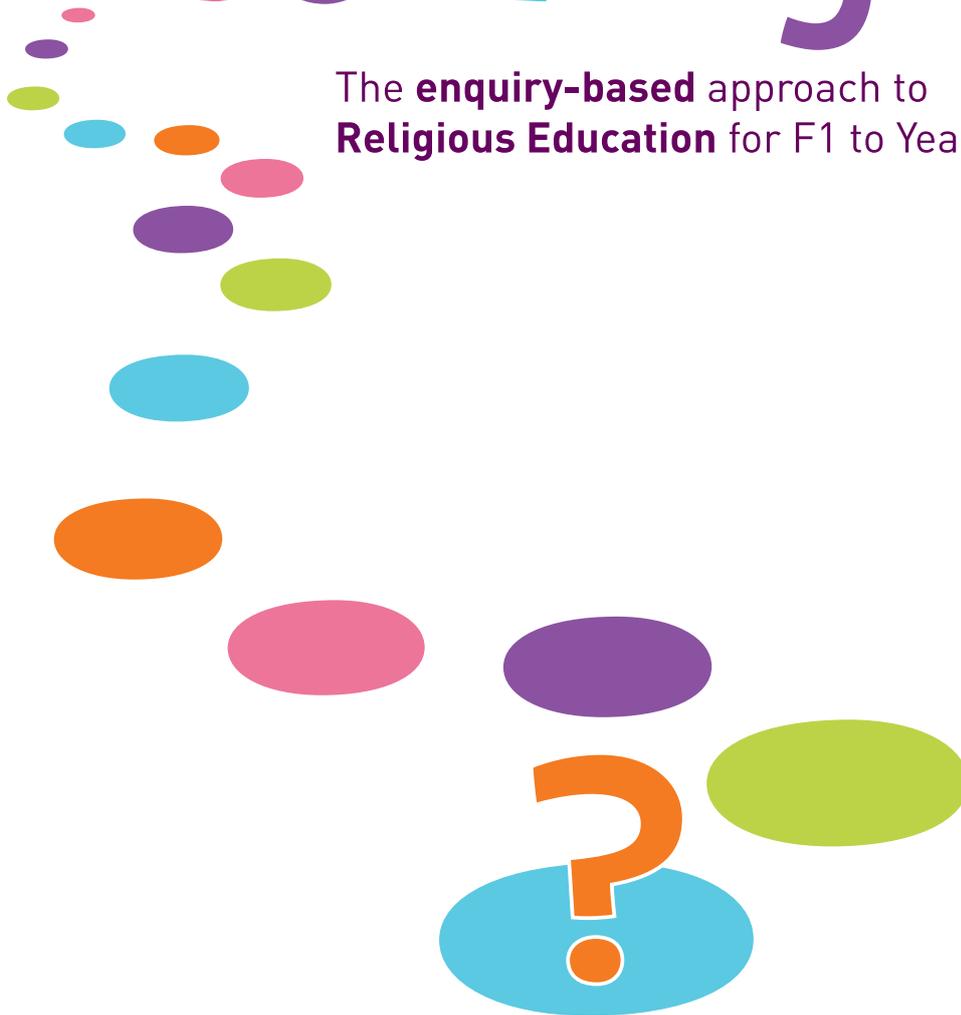


Discovery RE™

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



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.

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 and 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.

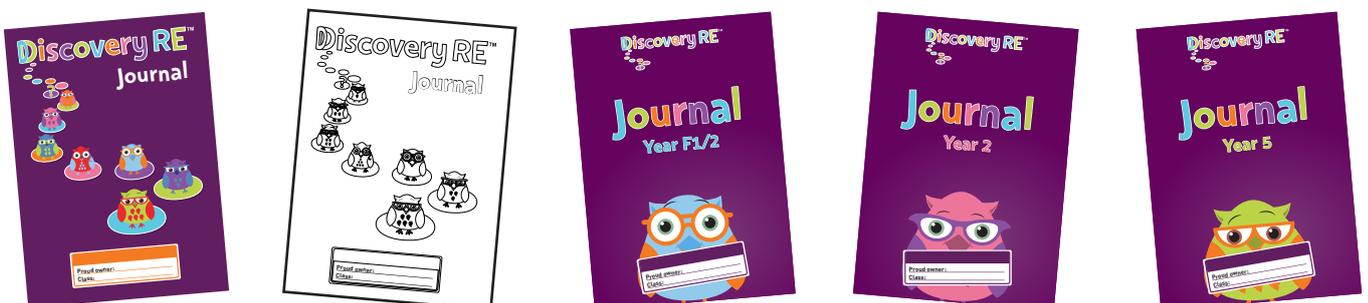
Step 4 (usually 1 lesson)

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

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

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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Overview Years F1/2 to Year 6

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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: 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: Christmas</p> <p>Key Question: Has Christmas lost its true meaning?</p> <p>Religion: Christianity</p>	<p>Theme: Jesus' Miracles</p> <p>Key Question: Could Jesus really heal people? Were these miracles or is there some other explanation?</p> <p>Religion: Christianity</p>	<p>Theme: Easter - Forgiveness</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: Sharing and Community</p> <p>Key Question: Do Sikhs think it is important to share?</p> <p>Religion: Sikhism</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: 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>
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>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>Key Question: Is forgiveness always possible?</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>
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: 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: Christmas</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: Hindu Beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>Theme: Easter</p> <p>Key Question: Did God intend Jesus to be crucified?</p> <p>Religion: Christianity</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>	<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>
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>Key Question: How significant is it that Mary was Jesus' mother?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and Meaning</p> <p>Key Question: Is anything ever eternal?</p> <p>Religion: Christianity</p>	<p>Theme: Easter</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 Akhira (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>	