



Dear Chair,

I am writing to introduce myself and Discovery RE to you.

You may have found the website:

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

and noticed your agreed syllabus is featured on there, so do let me explain...

After 30+ years in education, as a teacher and RE adviser, I am now a freelance consultant specialising in RE, PSHE and mental/emotional health.

I am the professional officer for 2 SACREs and am commissioned to work for several others. In this regard, I am involved with revising agreed syllabi and it was in the process of working with teachers in Bournemouth and Poole to implement their most recent syllabus, that Discovery RE was born; in direct response to a request from teachers to provide them with structure and as much planning as possible as a basis to work from (not to straight-jacket them or over-prescribe, but to support them to get it as right as possible for their children whilst understanding the pressures they are under).

When Discovery RE, (a set of medium-term planning, enquiry based, from Foundation Stage to Year 6) was launched, it very quickly started to bring excellent feedback from teachers, particularly about how much more confident they felt teaching RE with this structure behind them, but most importantly about the depth of understanding and questioning coming from the children.

We started receiving requests for inspection copies from different areas of the country, and when teachers request it, we agree to map their locally agreed syllabus to Discovery RE to show how/if it fulfils the requirements therein.

Hence the list of mapping documents on the website.

So, I am writing to let you know that this process has been requested by schools in your area and that some schools have already bought into Discovery RE.

Knowing the roles and responsibilities of SACREs are to support and monitor RE, we thought it may be helpful for you to know that this is happening, and also to offer to discuss this with you, as we are always keen to work WITH people. Our philosophy is about working to better children's learning and we are always willing to open the doors of communication and partnership. We have no desire at all to encroach on other people's territory, but will respond to teachers anywhere if they request our support to take RE forward for their children.

Should you wish to have a conversation about Discovery RE and our work, and/or how we may work together, please do feel free to contact me.

With very good wishes,

Jan Lever

# Discovery RE<sup>®</sup>



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

Now in use  
in over 750  
schools  
nationwide!

Newsletter Issue No.1

December 2014

“I consider myself a student of many religions. The more I learn, the more questions I have. For me, the spiritual quest will be a life-long work in progress.” Dan Brown

## Hello from Jan!



A very warm welcome to our first Discovery RE newsletter and a big thank you to Alison for collating it and to everyone who has contributed.

With over 750 schools now using Discovery RE as the backbone of their RE planning, I am delighted that so many children are benefitting from the enquiry approach we advocate. We estimate this to be at least 225,000 children. Wow!

This year the Discovery RE Team is aiming to develop the website into a source of support for teachers and subject leaders: a portfolio of teaching and learning activities for each enquiry, more articles on topical issues and even webinars.

Thank you for being part of this with us and I hope you feel able to contact us with your ideas so we can grow a strong and useful network of RE people over the course of the coming year and beyond. Very best wishes - **Jan Lever**

## Meet the Team

### Jan Lever: Director

A 15-year teaching career took Jan into 11 years' advisory work as an RE and PSHE Adviser for 3 local authorities and 2 further years as Senior School Improvement Adviser. She has led numerous curriculum and whole-school improvement projects, 100s of training sessions for teachers, as well as acting as professional adviser to 4 SACREs (Standing Advisory Councils for RE) and liaising and working with members of faith and belief communities. Her career has seen Jan closely involved in the review and writing of at least 5 agreed syllabi for RE (most recently the pan-Berkshire and Poole/Bournemouth syllabi) and the production of resource materials to support teachers in implementing these. Jan understands the complexities and sensitivities of teaching RE and has always been a great advocate for those teaching it.

### David Rees: Senior Consultant

David has been an R.E. teacher for 25 years. In that time he has been an Advanced Skills R.E. teacher, a member of SACRE and an adviser to local authorities. He has been a successful RE Head of Department and achieved excellent GCSE results and has been graded outstanding in 2 separate OFSTED inspections. He has been involved in reviewing and amending the locally agreed R.E. syllabus for Bournemouth and Poole and has led numerous workshops for Key Stages 1-4 as well as planning Syllabus launch conferences. David has been involved in writing schemes of work, developing introductory units and leading training on world religions. He has led training for aspiring teachers as well as non-specialists and R.E. specialists alike focusing on teaching creative and challenging R.E. David believes RE is a subject that helps to develop key skills and attitudes like open-mindedness, sensitivity and reflection. These skills transfer to all aspects of life and help to encourage a desire to challenge prejudices, to make a difference in the world and to care and show respect for all.



### Alison Harris: Senior Consultant

Alison left a successful career in motor industry management working with Lex PLC and Ford Motor Company, to follow her dream and qualified with a P.G.C.E. as a Primary teacher in 2000. In her first post-NQT year, she began leading RE in her primary school and achieved outstanding for the both the RE teaching and learning, and her leadership of the subject, in three successive Statutory Inspections of Anglican Schools. In 2014 she also achieved the National Professional Qualification for Senior Leadership which entailed embedding new and independent learning strategies across the school and identifying core subject assessment issues and supporting staff to raise achievement. Her teaching has consistently been graded as outstanding, and this has been validated by Ofsted and SIAMS inspections. Alison is a member of Bournemouth SACRE. Through her involvement with initial teacher training she completed an MA in Coaching and Mentoring with a dissertation on embedding spirituality into the Primary Curriculum.



## We would also like to thank

Dawn Murray (left) from Hamworthy Park Junior School and Hayley Cheetham (right) from Heatherlands Primary School for their invaluable contributions to the writing of Discovery RE.



## What do you know about 'British Values'?

On 9th July 2014, former education secretary Michael Gove demanded that 'all schools actively promote British values' and laid out an expectation that head teachers will need, during Ofsted inspections, to articulate how British values are promoted in their schools. On the teaching of values, he said: "We already require independent schools, academies and free schools to respect British values. Now we will consult on strengthening this standard further, so that all schools actively promote British values."

Recent experience in our local area has demonstrated that Ofsted are specifically asking about this but **how and why would this impact on you as a leader of RE in your school?** Well let's unpack what the "British Values" are deemed to be.

The Department for Education said: "We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and **tolerance of those with different faiths and beliefs.**"

Much of this will fall within the realm of your school ethos, behaviour policy, community cohesion policy and PSHE scheme of work. However, when Ofsted come visiting, it is possible that the RE curriculum could be the focus of how the children understand the plurality of religions which are present in the UK. Luckily, the clear overview plan in your Discovery RE pack can quickly show the variety and depth of learning but, if you haven't already done so, it might be worth ensuring that your leadership team and governors are aware of what is covered so that they can confidently answer any questions regarding the school's approach to this. There is also an explanatory video which details the religions and methods of teaching at [www.discoveryschemeofwork.com/what-is-discovery/](http://www.discoveryschemeofwork.com/what-is-discovery/) that you could show them. You can also download our Sample RE policy ([www.discoveryschemeofwork.com/sample-re-policy/](http://www.discoveryschemeofwork.com/sample-re-policy/)) to help you explicitly detail the way RE is taught and the coverage and respect it shows for different religions. The new Buddhism units (see "Hot off the press" below) will further extend the range of religions you can teach in order to reflect your local demographics.

## Discovery RE matches to 2014 National Curriculum

If you are following the new National Curriculum, you and your colleagues are no doubt busy converting all your previous wonderful planning to the new criteria, or even starting again from scratch. Whilst it does us all good to have a shake up every now and again, covering the multitude of new expectations, particularly if you have a topic based/creative curriculum, can be tricky. Discovery RE, through its enquiry based approach, has already fulfilled many of the expectations for English, and a number of other subjects, which could free up valuable curriculum time for you. For a full listing of where the Discovery RE enquiries match Primary Curriculum objectives, go to <http://www.discoveryschemeofwork.com/national-curriculum-2014/>. This document details overarching objectives and is then laid out year by year and enquiry by enquiry. It can be downloaded as a PDF so each year group can use it to evidence coverage. Happy planning!



### Hot off the Press

In order to increase the choice of religions you can study, we are currently in the process of writing **Buddhism** units for **Discovery RE**. Watch this space for more details and information when they are completed!

## Useful links

Every newsletter we will publish some useful documents and links to resources or websites which can help you. Here are our favourites for this term:

- Wingclips: Movie clips to help illustrate and inspire: [www.wingclips.com](http://www.wingclips.com)
- Gavin Tyte the beatbox vicar: presenting scripture in a new exciting way: [gavintyte.com](http://gavintyte.com)
- Sikhism Resources for illustration or display: [www.primarytreasurechest.com/topics/religions/sikhism.html](http://www.primarytreasurechest.com/topics/religions/sikhism.html)
- Notes on Islam: Definitions and explanations: [www.strath.ac.uk/redb/notes/islam/](http://www.strath.ac.uk/redb/notes/islam/)
- Religious Education Council website: [www.rec.org.uk](http://www.rec.org.uk)
- RE Quality Mark: [www.reqm.org.uk](http://www.reqm.org.uk)

AND don't forget all the news, help and support on our website:

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

## Professional Development

We have a menu of professional development opportunities relating to RE and are happy to offer these across the country. To download the RE training brochure please see

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

We would love to hear from you if you would like training or support. This could be for your school, academy chain or learning network. If you would like to discuss/organise some training, please contact [jan@janlevereducationconsultancy.com](mailto:jan@janlevereducationconsultancy.com) so that we can tailor a package specifically for you.

Following their previous success, we will again be hosting 'Dialogues with Religion'. These sessions give the opportunity for the enquiry questions from Discovery RE to be answered by members of that faith community. The speakers also give a general introduction to their faith and will discuss any issues you like, especially those tricky things that the children think of or have been in the news! These are a really good way for teachers to increase their subject knowledge whether or not they are teaching that religion. These dialogues are being run as twilights at a small cost as we are aware of the budget implications of supply cover during the school day. The religions/belief systems covered will be Christianity, Islam, Hinduism, Judaism, Sikhism and Humanism.

## Have you got a tune in your head?

If you have, we need to hear from you! It's ok – we aren't going to ask you to audition for X-factor, we are just trying to cater for an even wider variety of learning styles in our RE resources! We would like to try to compile a bank of music (can be pop songs, classical music or any instrumentals) to go with each Discovery RE enquiry and would love to hear from you if you have successfully used any in your teaching.

For example, in the Year 1 enquiry "Was it always easy for Jesus to show friendship?", James Taylor's "You've got a friend", really helped to calm the children and make them think about what friendship really is. As your colleagues work through each enquiry, please ask them to have a think and email me at [alison@janlevereducationconsultancy.com](mailto:alison@janlevereducationconsultancy.com) with any ideas, and we will compile and publish the list as a helpful resource once it is complete.



## Help! I don't know enough about...

Which religion do you find tricky to teach? Are you worried that you may handle something wrongly or do you feel that in some cases that you do not know the subject material as well as you would like? We would like to know what help and support YOU need. Please email [alison@janlevereducationconsultancy.com](mailto:alison@janlevereducationconsultancy.com) and we can then tailor this newsletter, and the training that we provide, to peoples' needs. Also, if you have any questions about any Discovery RE enquiry or would like to tell us of any difficulties you have encountered, please do email me. In both cases, putting "Newsletter" in the title will ensure it gets covered next time!

## Who teaches your RE?

We are well aware that RE is not always taught by the class teacher, and often taught by a TA/HLTA covering PPA. We also know that these people do a fantastic job but sometimes lack confidence. We are considering running training specifically aimed at staff in this role. If you have colleagues who would be interested, please email [alison@janlevereducationconsultancy.com](mailto:alison@janlevereducationconsultancy.com) with the title 'TA training' and if we have a viable amount of interest in an area, we will organise an event based on their needs and concerns.

## ...and finally...

We love to share and celebrate the great teaching going on around the country. For our next edition we would love to hear from you if you have any top tips for teaching Judaism or Islam – this could be just a couple of lines ranging from resources to teaching ideas.

We would also like to share your successes with Discovery RE – how your children are enjoying it and what are the highlights. We recently caught up with Kath Hudson, RE leader at Pokesdown Primary School, and she told us,

"Discovery RE's enquiry approach has fitted in really well with our learning value of "thinking". We often follow "lines of enquiry" so starting with key questions works really well. This has enabled the children to articulate their learning in RE to a high level. RE is mostly taught discretely but has been included in a few integrated units which has been very successful."

Thanks Kath!

Please email your views to [alison@janlevereducationconsultancy.com](mailto:alison@janlevereducationconsultancy.com) and mark the subject as Newsletter.

The Pan Berkshire Agreed Syllabus  
for Religious Education and Discovery RE®



# Discovery RE™

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



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

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## Introduction

After excellent collaboration by the 6 Berkshire Standing Advisory Councils for RE (SACREs), and very experienced leadership by Jo Fageant, Senior Adviser with the Diocese of Oxford, 2012 saw the introduction of the most recent agreed syllabus for RE for the Pan Berkshire region. It is a syllabus based on an enquiry model, using the 2 attainment targets, Learning ABOUT and Learning FROM religion and beliefs, and advocating the thorough assessment of children's learning to inform lesson planning and recognise progress. (We thank Jo for the work she has done on mapping Discovery RE to the Pan-Berkshire syllabus which forms the basis of this document)

One of the aims of the Pan Berkshire syllabus notes that children will be

*'developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them' and*

*'responding to such questions with reference to the teachings and practices of religions and to their understanding and experience' (p3)*

In the overview **Discovery RE** states

**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.**

Whilst there is no doubt a strong commitment in schools to honour the considerable contribution RE makes to the curriculum and children's learning, there is also some concern that translating an agreed syllabus into a progressive Scheme of Work for a whole school is a difficult and time-consuming task. Add to this the complex process of designing assessment tasks that enable both attainment targets to be demonstrated across at least 3 levels of attainment, in every unit of work, and schools are presented with a huge task, even for the most experienced and committed RE subject leaders.

The Pan Berkshire agreed syllabus also advocates an enquiry model of teaching and learning. Discovery RE does this too, setting a challenging AT2 (impersonal) question as the focus for learning in each unit. This means a big question like, 'Does God want Christians to look after the world?' necessitates children investigating AT1 information about Christianity, the Christian understanding of God, the creation story etc. This knowledge is no longer an end in itself but rather is now needed in order to offer a substantiated answer to the big enquiry question.

Discovery RE, the new edition published Autumn 2013, embraces the recommendations of both the Ofsted report 'RE: realising the potential' and the RE Council publication 'A Curriculum Framework for RE in England', both published in 2013

The Pan Berkshire syllabus states that

**'Christianity is included as a core area of study in each key stage and each of the other five faiths is included once as a core area of study in Key Stages 1-3.'**

Discovery RE has exactly the same requirements and weighting as is apparent in the table below:

Syllabus/SoW	Pan Berkshire	Discovery RE
<b>Key Stage</b>		
<b>Foundation Stage</b>	Aspects of religions should be explored with examples provided from all six religious traditions.	<b>Christianity, Judaism and Islam</b> Other religions are involved through stories
<b>Key Stage 1</b>	<b>Christianity</b> and at least <b>Judaism</b> as another religion. Optional other religions can be added	Other religions and non-religious belief systems may be studied at the school's discretion, reflecting the national and local context.
<b>Key Stage 2</b>	<b>Christianity</b> and at least <b>Hinduism</b> and <b>Sikhism</b> as other religions, recognising their impact locally, nationally and globally.	<b>Christianity</b> every year Other faiths spread over KS2 include <b>Hinduism, Sikhism, Islam</b> and <b>Judaism</b>



### **The Pan Berkshire syllabus states**

Studying the beliefs of a religion without exploring how they are put into practice can be a challenging abstract endeavour. On the other hand, exploring how religious people live their lives without reference to their beliefs makes no sense. It makes planning a great deal easier, therefore, if schools see the questions about 'believing' as questions which run through every unit of work and give meaning to questions about 'behaving' and 'belonging'. Planning might start with questions about 'behaving' or 'belonging', grounding all enquiry in human experiences, whilst referencing all these experiences to beliefs which underpin lives of faith and belief.

**Discovery RE uses an approach that echoes these sentiments... Discovery RE explains a format for studying through key questions and even shows quite clearly how the key questions from the Pan-Berkshire syllabus fit/contribute to each of the overarching Discovery RE enquiry questions, thus assuring teachers that all the agreed syllabus questions and content are addressed.**

Discovery RE advocates...

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 focusses on critical thinking skills, and AT2 (personal) which required personal reflection into the child's own thoughts and feelings. We acknowledge the work of Professor Michael Grimmet on this.

The four steps are:

#### **Engagement, Investigation, Evaluation and Expression**

These steps allow for an enquiry-based learning experience that 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 also is a major source of Spiritual, Moral, Social and Cultural Education. Opportunities are mapped in the medium term planning provided.

### **To conclude Discovery RE states**

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 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.

The mapping grids that follow reveal how Discovery RE translates the Pan-Berkshire agreed syllabus into practice, both in content and in pedagogy across the primary school from F1/2 to Year 6

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

We offer this knowing that Discovery RE is already making a very positive difference in over 500 schools in



England and with the intention of continuing to support schools who use it to continually improve their work. The [www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com) website offers online mentor support and a Gallery of children's work and teaching ideas, as well as articles on topical issues in the world of RE, all at no cost. We look forward to working with you.

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

**Director:** Jan Lever Education Consultancy & Training Ltd/Discovery RE Ltd.

**Director:** Jigsaw PSHE Ltd

**Mobile:** 07973 752250 **Office:** 01202 377192

**Email:** [jan@janlevereducationconsultancy.com](mailto:jan@janlevereducationconsultancy.com)

**Office:** The Cabin, 8 Davenport Close, Upton, Poole, Dorset, UK BH16 5RE

**Home:** [www.janlevereducationconsultancy.com](http://www.janlevereducationconsultancy.com)

**Jigsaw PSHE:** [www.jigsawpshe.com](http://www.jigsawpshe.com)

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## Pan Berkshire and Discovery RE - Foundation Stage

The Pan Berkshire syllabus states that

Children should begin to explore the world of religion in terms of religious figures, books, times, places and objects and by visiting and/or having visitors from places of worship.

They will use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own and others' feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

In doing this the syllabus recommends looking at

- Religious figures
- Religious stories
- Religious times
- Religious places
- Religious objects

The recommended religions for this key stage are listed below.

Syllabus/SoW	Pan Berkshire	Discovery RE
<b>Key Stage</b>		
<b>Foundation Stage</b>	Aspects of religions should be explored with examples provided from all six religious traditions.	<b>Christianity, Judaism and Islam</b> Other religions are involved through stories
<b>Key Stage 1</b>	<b>Christianity</b> and at least <b>Judaism</b> as another religion. Optional other religions can be added	Other religions and non-religious belief systems may be studied at the school's discretion, reflecting the national and local context.

Discovery RE shares the view that foundation stage children should begin to explore the world of religion in a variety of creative ways including stories about key figures.

It is completely aligned to the most recent EYFS national curriculum and guidance, showing clearly how the Early Learning Goals are supported by this RE programme.



## Foundation Stage

The table below shows how Discovery RE can deliver the suggested content in the Pan Berkshire syllabus for the foundation stage.

Pan Berkshire	Discovery RE		
Content	Content		
RE suggestions	Key Question	Related RE content	Unit Location
Religious Figures	What makes people special?	This enquiry question starts in the child's experience with special people at home, school and society before moving on to key religious figures like Jesus and Moses	Autumn 1
	What makes people special?	Children are encouraged to make personal connections and examine the special people in their lives. Each enquiry gives opportunities for showing a range of feelings	Autumn 2 Summer 1
Religious Stories	What can we learn from stories?	This enquiry includes stories from around the world such as Chinese and Persian new year stories and moral stories from India (Sikh & Hindu) and Asia.	All units particularly Summer1
	What can we learn from stories?	Children look at their own views of right and wrong as well as those from different cultures through religious and non-religious stories.	
Religious Times	How do people celebrate?	This enquiry looks at festival celebrations, stories and special places including Christmas and Easter (Christianity), Holi (Hinduism), Chinese New Year and Persian New Year.	All units
	What happens at Christmas? What happens at Easter?	Questions are an integral part of all study units in Discovery RE. Children are encouraged to ask questions and seek answers concerning many issues like the cycle of life, celebrations, religions and their stories.	All years
Religious places and objects	What makes places special?	P79-90 What is a special place for you? Is there a special place you'd like to visit? What makes a place special? What is a church for? Who is a Church special for? Why would you visit a Church? What is a Mosque for? Why is a Mosque Special? Why would you visit a Mosque? What is a synagogue for?	F1&2 Summer 2

## Key Stage 1

### The Pan Berkshire syllabus states that in Key Stage 1

Pupils learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Discovery RE encourages the students' skills of enquiry, challenging them to ask questions and seek answers about the world around them.

In the table below Discovery RE has been mapped with the Key Stage 1 content for the Pan Berkshire syllabus. It is clear that both use an enquiry based approach designed to stretch the boundaries and deliver challenging RE.

Pan Berkshire	Discovery RE	
Key Stage 1	Key Stage 1	Year and Term
Who do I believe I am?	Does going to the mosque give Muslims a sense of belonging?	Year 2 Summer 1
Is God important to everyone?	Does praying at regular intervals every day help a Muslim in his/her everyday life?	Year 2 Spring 1
Does the world belong to God?	Does God want Christians to look after the world?	Year 1 Autumn 1
What can I learn from stories from religious traditions?	Was it always easy for Jesus to show friendship?	Year 1 Spring 1
	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Year 1 Spring 2
	Is it true that Jesus came back to life again?	Year 2 Spring 2
Should people follow religious leaders and teachings?	Was it always easy for Jesus to show friendship?	Year 1 Spring 2
	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Year 2 Spring 2
	Is it possible to be kind to everyone all the time?	Year 2 Autumn 1
	Why did God give Jesus to the world?	Year 2 Autumn 2
Should people take care of the world?	Does God want Christians to look after the world?	Year 1 Autumn 1
Does it feel special to belong?	Is Shabbat important to Jewish children?	Year 1 Summer 1
	Does going to the mosque give Muslims a sense of belonging?	Year 2 Summer 1
	Does completing Hajj make a person a better Muslim?	Year 2 Summer 2
Are religious celebrations important to people?	What gift would I have given to Jesus if he had been born in my town and not in Bethlehem?	Year 1 Autumn 1
	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Year 1 Spring 2
	Is Shabbat important to Jewish children?	Year 1 Summer 1
	Does celebrating Chanukah make Jewish children feel closer to God?	Year 1 Summer 2
	Why did God give Jesus to the world?	Year 2 Autumn 2
	Is it true that Jesus came back to life again?	Year 2 Spring 2
	Does completing Hajj make a person a better Muslim?	Year 2 Summer 2
Are symbols better than words at expressing religious beliefs?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Year 1 Spring 2

## Key Stage 2

### The Pan Berkshire syllabus states that in Key Stage 2 students...

recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in RE

The suggested religious traditions focussed on in Key Stage 2 are listed and compared in the table below.

Syllabus/SoW	Pan Berkshire	Discovery RE
Key Stage		
Key Stage 2	<b>Christianity</b> and at least <b>Hinduism</b> and <b>Sikhism</b> as other religions, recognizing their impact locally, nationally and globally.	<b>Christianity</b> every year Other faiths spread over KS2 include <b>Hinduism, Sikhism, Islam</b> and <b>Judaism</b>

The Pan Berkshire syllabus encourages students to study RE through challenging key questions. In the table below Discovery RE has been mapped to show how it could fit and help deliver the agreed syllabus.

Pan Berkshire	Discovery RE	
Key Stage 2	Key Stage 2	Year and Term
Do religious people lead better lives?	Is forgiveness always possible? Do beliefs in karma, samsara and moksha help Hindus lead good lives?	Year 4 Spring 2 Year 5 Summer 1
Do sacred texts have to be 'true' to help people understand their religion?	Could Jesus really heal people? How can Brahman be everywhere and in everything?  What is the most significant part of the Christmas story for Christians? Is the Christmas story true? Did God intend Jesus to be crucified and if so was Jesus aware of this? Are Sikh stories important today? (Yr5,T3) How significant is it that Mary was Jesus' mother?	Year 3 Spring 1 Year 3 Summer 1 & Year 5 Spring 1  Year 4 Autumn 2 Year 5 Autumn 2 Year 5 Spring 2 Year 5 Spring 1  Year 6 Autumn 2
Should religious people be sad when someone dies?	Do beliefs in karma, samsara and moksha help Hindus lead good lives?	Year 5 Summer 1
Is religion the most important influence and inspiration in everyone's life?	Has Christmas lost its true meaning? What was good about Good Friday? Would visiting the River Ganges feel special to a non-Hindu? How important is it for Jewish people to do what God asks them to do? Is Christianity still a strong religion 2000 years after Jesus was on earth? Does belief in Akhirah (life after death) help Muslims lead good lives?	Year 3 Autumn 2 Year 3 Spring 2 Year 3 Summer 2 Year 4 Spring 1  Year 6 Spring 2  Year 6 Summer 1&2

## Key Stage 2

<p>Do all religious beliefs influence people to behave well towards others?</p>	<p>Does joining the Khalsa make a person a better Sikh? Do Sikhs think it is important to share? Is forgiveness always possible? What is the best way for a Christian to show commitment to God? Does belief in Akhirah (life after death) help Muslims lead good lives?</p>	<p>Year 3 Autumn 1 Year 3 Summer 1 Year 4 Spring 2 Year 5 Summer 2 Year 6 Summer 2</p>
<p>Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?</p>	<p>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? How special is the relationship Jews have with God? How important is it for Jewish people to do what God asks them to do? How far would a Sikh go for his/her religion?</p>	<p>Year 3 Autumn 1 Year 4 Autumn 1 Year 4 Spring 1 Year 5 Autumn 1</p>
<p>Is it possible to hold religious beliefs without trying to make the world a better place?</p>	<p>Do Sikhs think it is important to share? What is the best way for a Sikh to show commitment to God?  What is the best way for a Jew to show commitment to God? What is the best way for a Christian to show commitment to God? How far would a Sikh go for his/her religion? What is the best way for a Muslim to show commitment to God?</p>	<p>Year 3 Summer 1 Year 3 Summer 2 and Year 5 Summer 1 Year 4 Summer 1 Year 4 Summer 2 Year 5 Autumn 1 Year 6 Autumn 1</p>
<p>Does participating in worship help people to feel closer to God or their faith community?</p>	<p>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? What was good about Good Friday? Would visiting the River Ganges feel special to a non-Hindu? Does joining the Khalsa make a person a better Sikh? Do Sikhs think it is important to share? What is the best way for a Sikh to show commitment to God?  How special is the relationship Jews have with God? What is the best way for a Jew to show commitment to God? Do people need to go to church to show they are Christians? What is the best way for a Hindu to show commitment to God? What is the best way for a Christian to show commitment to God? What is the best way for a Muslim to show commitment to God? Is anything ever eternal?</p>	<p>Year 3 Autumn 1 Year 3 Spring 2 Year 3 Summer 2 Year 3 Autumn 1 Year 3 Summer 1 Year 3 Summer 2 and Year 5 Summer 1 Year 4 Autumn 1 Year 4 Summer 1 Year 4 Summer 2 Year 5 Autumn 1 Year 5 Summer 2 Year 6 Autumn 1 Year 6 Spring 1</p>
<p>How well do funeral and mourning rituals tell you about what a religion believes about what happens after death?</p>	<p>This is an element that can be added as part of the key questions 'Is everything ever eternal?' (Christianity) and 'Does belief in Akhirah help Muslims lead good lives?' (Islam)</p>	<p>Year 6 Spring 1 Year 6 Summer 1&amp;2</p>
<p>Can the arts help communicate religious beliefs?</p>	<p>There are many opportunities to use the arts creatively in Discovery RE key questions for example What was good about Good Friday? Where children look at images of Jesus through art.</p>	<p>Year 3 Spring 2</p>



To conclude it is clear that both the Pan Berkshire syllabus and Discovery RE wish to encourage the delivery of challenging, thought-provoking RE. This is no easy task. Discovery RE can provide the springboard for RE teachers to help plan and deliver the sort of RE that all students deserve.

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

**Director:** Jan Lever Education Consultancy & Training Ltd/Discovery RE Ltd.

**Director:** Jigsaw PSHE Ltd

**Mobile:** 07973 752250 **Office:** 01202 377192

**Email:** [jan@janlevereducationconsultancy.com](mailto:jan@janlevereducationconsultancy.com)

**Office:** The Cabin, 8 Davenport Close, Upton, Poole, Dorset, UK BH16 5RE

**Home:** [www.janlevereducationconsultancy.com](http://www.janlevereducationconsultancy.com)

**Jigsaw PSHE:** [www.jigsawpshe.com](http://www.jigsawpshe.com)

**Discovery RE:** [www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com)



