

# How does Discovery RE support schools in fulfilling the 4 purposes of Curriculum for Wales and the Humanities AoLE for Religion, Values and Ethics.

The Donaldson Report (2015) stated 4 purposes which form the core of the Curriculum for Wales. These are that children and young people should be helped to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The first part of this article aims to explain how Discovery RE can support schools in fulfilling these purposes. It will then examine the AoLE for Humanities and explain how Discovery RE can support schools in designing their own curricula for Religion, Values and Ethics.

## **Ambitious, capable learners, ready to learn throughout their lives:**

Throughout Discovery RE, children are given the skills to be critical and discerning thinkers with their own view of what they are learning and how it could impact on their own lives and those of the believers of the religion/worldview they are studying. The reflective aspects of each enquiry, especially within the final expression lesson, allow children to really stop and consider what the learning has meant to them and their own personal life journey. These skills of enquiry, discernment and reflection are transferable to all aspects of learning at any age. The detailed medium term planning model of Discovery RE enables teachers to challenge learners to think and question.

Background information sheets for teachers ensure that they have the core knowledge and confidence to take learning deeper, and the addition of suggested religious texts enhances this.

## **Enterprising, creative contributors, ready to play a full part in life and work**

Because Discovery RE is an enquiry approach model, learners become used to finding different ways to research and answer the enquiry question. Teachers are free to choose activities which can showcase what the children are learning and this freedom can allow children to express their learning in creative ways, which can but do not always have to include writing. The final expression lesson of each enquiry specifically draws on the children's creative skills and allows them to



express the impact the learning has had on their own spiritual, moral and holistic journey using skills such as art and design and technology, as well as speaking and listening, writing or drama. Because Discovery RE promotes personal skills such as empathy, it will help to break down barriers in society allowing children to understand people from other religions or none and allowing our learners to play a full part in their life and work without prejudice or judging on stereotypical values.

### **Ethical, informed citizens of Wales and the world**

The enquiry approach in Discovery RE allows children to answer big questions from the viewpoint of a variety of religions/worldviews over the course of their lives from the ages of 3-11. These include discussion around ethical values such as commitment, belonging, how to look after the world, sharing resources, what makes us happy, what is important, forgiveness and beliefs of life after death. The cyclical nature of some of these topics allows children to revisit them as they grow in maturity and understanding, and to examine them through the teachings of different religions. This allows children to become much better informed as to the values that are shared by all the religions as well as those facets which make a faith unique in its belief. The choices of religion/worldview studied in each year group also allow teachers and schools to make decisions based on the local and wider demographic, ensuring that children have the opportunity to learn about both religions which may be very prevalent in their local area and those which they may not otherwise have the opportunity to encounter. This supports learners in developing their sense of their locality's heritage and their own sense of place and cynefin.

### **Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.**

All the Discovery RE enquiries help children to examine and further reinforce their own beliefs and values both from within themselves, but also by deciding which aspects of the learning they would like to apply to their own lives. We truly believe that with Discovery RE, children are developing mentally (through the critical thinking embedded throughout the programme), emotionally (in empathy and understanding of the believers and the views and beliefs of others in the class) and spiritually (by embedding those values or aspects of the learning into their own lives that are meaningful to them), allowing them to flourish in society and to lead lives that will be both fulfilling for them but also of benefit to their communities and the wider world. The fact that children are given a safe space to speak and reflect on big questions such as these will also help their confidence in speaking and listening in other aspects of both school and adult life.

### **So how can Discovery RE support schools in fulfilling the Humanities AoLE?**

All humanities curricula should be clearly based on the "Statements of What Matters". How Discovery RE can support these is explained below:

#### **1. Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future**

Discovery RE encourages enquiry and discovery in its enquiry-based approach using a 4-step model as shown below.

Children are challenged by considering the relevance in their own lives of the key question in Step 1. As this question has no right or wrong answer, the children are naturally curious and question their own and others' initial responses.

In step 2, they amass more knowledge about the religion they are studying. They are encouraged to think critically and to reflect upon evidence in order to come to their own answer to the question and justify their response.



The variety of approaches that teachers can choose to use in the second (investigation) step of each unit, will help their learners gather a range of information and choose how to represent and evaluate it. This could be written, in a digital format, or using creative skills such as drama or art. In each of these 3 lessons, the learners are asked to draw conclusions. These may change over time, however, so learners are encouraged to revisit their findings and extend or deepen their enquiry over these lessons before giving their final answer in the following step.

Step 3 demands further critical thinking and reflection in order to come to an answer to the key enquiry question, needing children to apply the knowledge gained.

The final step in every enquiry is the expression lesson, where the children reflect on their learning and consider how it may have added meaning (such as given them an insight into actions they might wish to take). This will help them formulate their own beliefs, morals and view of the world.

<b>Step 1</b>	<b>Engagement (1 lesson)</b> What is my starting point (human experience) in my own world?
<b>Step 2</b>	<b>Investigation (3 lessons)</b> What do I need to know ABOUT the world religion to support my enquiry?
<b>Step 3</b>	<b>Evaluation (1 lesson)</b> Critical reflection on the knowledge I have now gained. What is my answer to the enquiry?
<b>Step 4</b>	<b>Expression (1 lesson)</b> How does this enquiry affect my position/starting point?

## 2. Events and human experiences are complex, and are perceived, interpreted and represented in different ways.

Through examining the same concept (e.g. commitment) through the lenses of different religions/worldviews over the course of their primary education, learners encounter a variety of human events and experiences. Through the 4-step model, learners become more discerning at critically reviewing the way these are seen by others, interpreted and represented. The discursive elements throughout the enquiry, and the reflection time allowed by the 4th step, allow them to form their own viewpoints but also recognise that others may have a different understanding. The children come to understand the importance of context (this is identified in our Knowledge Organisers and is further supported in our background information sheets for teachers). This can be important when studying a religion within the local area in order to understand its history and heritage there, but is also vitally important when studying those religions which may not be so familiar. We believe it is important for the children to understand the validity of the historical nature of every religion, but also its impact on believers today.



## Example of a Discovery RE Knowledge Organiser:



### Discovery RE Knowledge Organiser



This knowledge organiser is a guide, offering key information to point the teacher in the right direction as to the beliefs underpinning the particular enquiry. The summaries must not be taken as the beliefs of ALL members of the particular religion.

<b>Religion /Worldview:</b> Christianity	<b>Enquiry Question:</b> Why do Christians believe God gave Jesus to the world?	<b>Age:</b> 6/7	<b>Year Group:</b> 2 Autumn 2
This enquiry investigates the Christian belief in Jesus as a gift of love to humanity.			

<b>Core Knowledge</b> (see also background information documents) Trinity: complete relationship between God (the Father), Jesus (his son) and the Holy Spirit. The three are “consubstantial”, which means that they exist separately and together as <a href="#">one</a> God became incarnate at Christmas and bought God’s love for the world to earth in human form. This enquiry also reflects the concept of salvation: Christians believe that God gave the gift of his son to humanity in order to save them from sin and open up a pathway back to God through the death and resurrection of <a href="#">Jesus</a> Agape: Agape is universal love, such as the love for strangers, nature, or God. It is also called charity	<b>Link to other aspects of belief</b> God chose a Jewish young woman called Mary, who was betrothed to Joseph the carpenter, to be the mother of his earthly son and sent his angel, Gabriel, to ask this of her. Mary agreed to allow this to happen and Jesus was born in <a href="#">Bethlehem</a> Easter/salvation – Jesus came to save humanity.	<b>Personal connection / resonance</b> • Do I understand how a person can be or bring a “gift” into my life that is not material (e.g. love)? • Can I understand the concept of agape? Is it something I want to foster in my own life? What would be the impact if I did?
<b>Key Terms and Definitions</b> <b>Agape:</b> Agape is universal love, such as the love for strangers, nature, or God. It is also called <a href="#">charity</a> <b>Trinity:</b> God (the Father), Jesus (his son) and the Holy Spirit <b>Incarnation:</b> God becoming man or literally being “made flesh”.	<b>History/Context</b> The birth of Jesus was not how the Jews traditionally thought the Messiah would come and lead them. Because of the Roman occupation, they hoped a Messiah would be an earthly king who would free them.	<b>Impact on believer/daily life</b> Christians believe God sent his son as a <a href="#">very different</a> type of King to that which the Jewish people were expecting. They believe Jesus bought love which can be called agape. Agape can be defined as unselfish concern for the welfare of others. It incites a Christian to love their neighbour as themselves.
<b>Spiral curriculum link</b> Builds on Year 1 Autumn 2 Christmas enquiry and Year 2 Autumn 1 reference loving your neighbour as yourself. Year 6 Spring 1 builds on this teaching of Agape		

**Home learning ideas/questions:**  
Do we understand or can we explain to people at home the meaning of agape? How could we show that kind of love to the world? What would be the impact if everyone did this?

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**Context** shown here to ensure that teachers and children can understand the background to life at the time or the history of the event.

**Impact** on a believer today, shown here to ensure that children understand the continuing practices from the historical event.

### 3. Our natural world is diverse and dynamic, influenced by processes and human actions

Any learning about religion should embody some awe and wonder. Whether this be about the splendour of the creation story from Judaism or the children’s incredulity at seeing the sheer number of people who attend hajj, to the impact of visiting a local place of worship and soaking up the atmosphere. These experiences, and the opportunity to reflect upon them, contributes to learners’ spiritual development and can often benefit their well-being as they build a sense of where they belong, cynefin.

Because the enquiry approach nurtures learners’ curiosity, it enables them to be aware of change and how people’s actions and beliefs may change over time. This supports them in seeing the links between the historical contexts of a religion and humans in their environment today. The connections are explained so they can see the links between the past and present influence of religion and consider the future. Studies on areas such as creation lead to a discussion on looking after our world, encouraging learners to consider their impact. They can also explore the beliefs and philosophies of a variety of religions on this subject which support them in understanding how others may interrelate with the world we all share.

#### 4. Human societies are complex and diverse, and shaped by human actions and beliefs

Because learners study a variety of themes important across religions (such as commitment, belonging, people who influence us etc) they can consider how these questions and concepts affect or impact on them, thus building them emotionally and spiritually. The first and last steps are based on personal reflection and a consideration of the learners' developing personal beliefs and identity. These skills are vital to ensure our young people know who they are and what they believe in and would want to stand up for or change in their communities. The Discovery RE units can always include reference to local issues as well as an understanding of the wider world of that religion, thus supporting them to understand the complex and diverse nature of society and have a deeper empathy with people.

The setting of each enquiry in the context of its time allows learners to see how change has perhaps affected the practices of that religion, and the actions a believer may take today when compared to historic times, and allows them to consider the impact of e.g. governance at the time and place of Jesus' birth and the causes of Herod's jealousy at the visit of the wise men.

#### 5. Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.

The exploration and investigation within Discovery RE, encourages learners to be more discerning and therefore better informed citizens. This then supports them in identifying with and contributing to their local communities, plus have a deeper understanding of different religious beliefs or worldviews in the wider world. This understanding will support them in promoting a more inclusive and respectful society of the future.

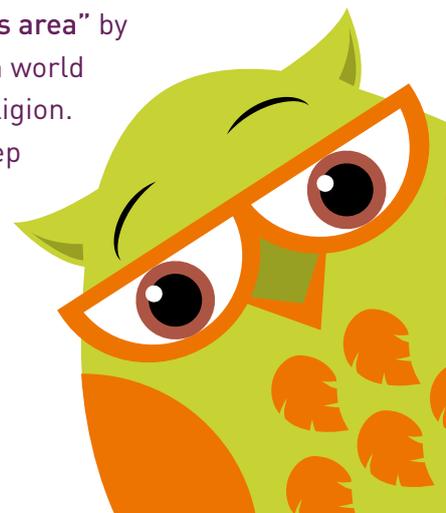
Because the learners are encouraged to question throughout the enquiry, they are more likely to do this in the wider world, as they develop as self-aware and informed young people who can critically reflect on their own beliefs, values and attitudes as well as those of other people. Their own understanding of who they are and why they are here will have a direct impact on how they then feel they should live in their community and the wider Welsh society.

Step 3 requires that learners justify their response to the key questions, using the knowledge and understanding they have gained from Step 2. This practice can help them in the rest of their lives as they make decisions regarding social action in their local community.

#### The “Principles of Progression” are also embedded within Discovery RE.

Throughout the enquiry steps, learners are **increasing their breadth and depth of knowledge**. The repetition of a number of themes across different religions enable learners to make links across knowledge and the underpinning concepts. The studying of different religions several times within the primary school life of the child, enables them to utilise knowledge from previous learning (also identified in the Knowledge Organisers) to build a clear and coherent understanding.

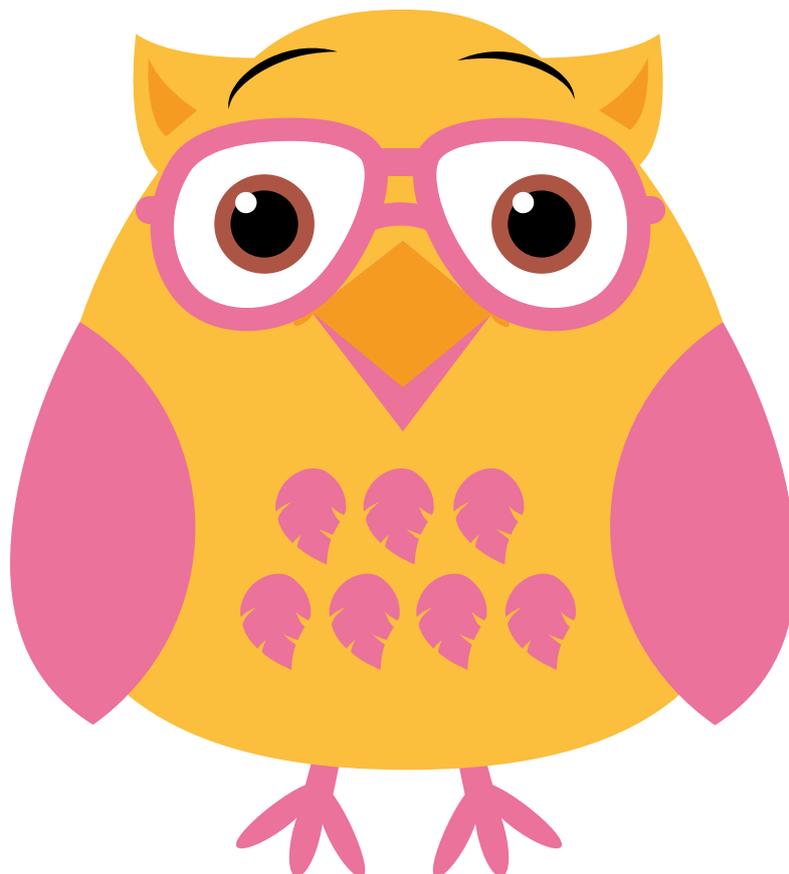
Children can deepen their “**understanding of the ideas and disciplines with this area**” by the holistic approach of Discovery RE enabling all learners to explore their own world or view in relation to the key questions before learning about that particular religion. They can then move onto the “**focussed awareness of the lives of others**” in step 2. This allows them different lenses through which to view the question, as recommended in this principle.



As the learners experience the four step model and apply it to increasingly complex key questions, they grow in “**sophistication in the use and application of skills**”. Their enquiry and questioning skills develop and they show increasing depth in their use of evidence to support their answers. Enquiries such as the study of the four Christian gospels, supports learners in understanding how to “**resolve contradictory or conflicting accounts**”. This development also evidences an ability in “**making connections and transferring learning into new contexts**”. The spiral approach ensures that they can identify and make connections between new and previous learning regarding the content and context of the enquiry.

Throughout the primary school life of the learner, Discovery RE enhances their skills in asking big enquiry questions, independent investigation, finding information and making judgements. Teachers are free to organise activities as they wish, but a discursive approach where learners can work with others thus improving their oracy and listening skills as different views are aired, is encouraged.

Assessment is included within Discovery RE, and this can be utilised in tandem with the progression steps pertaining to the principles above, as schools see fit. For examples of our assessment materials, please visit our website to download inspection material.



## Designing the curriculum

### Cross-curricular skills and integral skills

The AoLE states *“A curriculum must embed the mandatory cross-curricular skills and the integral skills which underpin the four purposes of the curriculum.”*

It then lists key principles which settings/schools should consider when designing learning and teaching in the Humanities Area of Learning and Experience. These are shown in the table below with examples of where Discovery RE could support these.

#### Cross-Curricular Skills:

Skill:	Detail	Discovery RE
Literacy:	Oracy	Discussion, role-play, questioning and presenting findings to peers are all embedded within Discovery RE. Children respectfully listen to each other and debate different viewpoints, especially in enquiries which require some ranking and justification of those decisions.
	Writing	Opportunities for writing are available at all steps of the enquiry. Learners can write to describe something they have researched, discuss and explain their thinking at any given point in time, or more creatively, write in the character of the topic they are studying e.g. postcards from the Ganges.
	Accessing and exploring a range of texts	Texts are included throughout the planning and additional opportunities both for teachers' subject knowledge and for children to consider, are included in the Background Information sheets. Children analyse and infer from these texts and can discuss different viewpoints.
Numeracy:	Numeracy skills in real-world contexts	Learners research and examine data such as funds raised by certain charities and numbers and locations of believers of certain religions.
	Representing data	Data that has been researched above can be analysed and represented in a variety of ways.
	Map reading	Opportunities can be taken to utilise this skill when e.g. looking at the spread of a religion around the world, or identifying important religious sites.
	Chronological awareness	The context support within Discovery RE allows teachers and learners to accurately place historical events.
Digital Competence:	Digital skills	Digital sources can be used within enquiries. Learners can utilise software to present investigation findings to peers.
	Impact of digital technology	This aspect could be planned into some enquiries e.g. in the enquiry which examines if Christianity is still an impactful religion today.

## Integral Skills:

Skill:	Detail	Discovery RE
Creativity and Innovation:	Presentation of information and findings in creative and innovative ways	The medium term nature of the planning allows teachers the freedom to include creative media for presentation.
	Openness to different ideas and ways of thinking, enabling the expression of reasoned opinions about these differences	Many enquiries start with debate from the children's own experience about the concept embedded in the key question. This then extends throughout the enquiry as children reason and explain their ideas as they gain more knowledge.
Critical Thinking and Problem Solving:	Developing the ability to think analytically and understand the past and present as well as to imagine possible futures	The world of religion is often rooted in historical events or texts enabling children to see the past and present. Discussion about the future or possible actions of believers and the learners themselves, develops the ability to think analytically about this.
	Collecting, reflecting and critically evaluating the use of sources and evidence	This is an integral part of steps 2 and 3 as explained above.
Personal Effectiveness:	Encouraging teamwork and being a reliable contributor by organising and carrying out enquiries.	The working/social aspects of the enquiry can be decided upon by both the teacher and the learners, but a discursive and team approach is always encouraged in the planning.
	Evaluating, justifying and expressing considered responses in a variety of ways.	At the end of each Step 2 lesson, children are encouraged to evaluate their ideas so far and justify how they think they will answer the question. This can be carried out in a variety of ways including votes, debates, physical graphs or more formal presentations to peers.
Planning and organising:	Encouraging the planning and organising of investigations, setting aims, objectives and success criteria, gathering and utilising a range of evidence, and reflecting on methods.	The 4-step approach follows this planning model completely.



**The AoLE then gives a list of everything which should be included in the Religion, Values and Ethics Curriculum.** Discovery RE complies with all of these statements as explained throughout this document. For exact coverage, please see the content overview in the appendix below.

School curriculum design should	Discovery RE
develop an understanding of the discipline and its value	✓
provide rich contexts for learners to be curious, to explore ultimate questions, and to search for an understanding of the human condition, as well as providing opportunities for learners to reflect, and to experience awe and wonder, in a range of meaningful real-world contexts	✓
develop rich contexts for enquiry into the concepts of religion, worldviews, secularity, spirituality, life stance, identity and culture to develop learners' well-rounded understanding of religious and non-religious worldviews	✓
provide rich contexts for engaging with concepts of belief, faith, truth, purpose, meaning, knowledge, sources of authority, self, origin, life, death and Ultimate Reality which enables learners to develop an understanding of personal and institutional worldviews about the nature of life and the world around them	✓
develop rich contexts for exploring the concepts of identity, belonging, relationships, community, <i>cynefin</i> , diversity, <i>pluralism</i> and interconnectedness which can enable learners to gain a sense of self and develop spirituality	✓
explore the concepts of equality, sustainability, tolerance, freedom, prejudice, discrimination, extremism, good and evil which can give learners an insight into the challenges and opportunities that face societies	✓
reflect the concepts and contexts of religiosity, practice, ritual, tradition, worship, sacredness, symbolism and celebration to develop learners' understanding of lived religion and belief	✓
provide rich contexts for exploring the concepts of ethics, morality, justice, responsibilities, authority, humanity, rights, values and social action	✓
develop an understanding of lived religion and belief through the exploration of the key concepts.	✓

For the senior leaders, teacher or subject leader, Discovery RE is the resource which can provide the basis for a rich and diverse RE curriculum. If you require further information, please contact [alison.harris@janleverage.com](mailto:alison.harris@janleverage.com).

References:

<https://hwb.gov.wales/curriculum-for-wales/humanities/>

<https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf>

## Appendix: Content summary for each Discovery RE enquiry to show coverage of the Religion, Values and Ethics curriculum



Year & Term	Discovery RE enquiry question	Key Content
<b>Christianity</b>		
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	How could Jesus be friends with people that others found difficult to like? Concept: Incarnation	Zacchaeus - Jesus stills the storm Peter - 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.

<b>Year 3 Autumn 2</b>	Has Christmas lost its true meaning? Concept: Incarnation	Symbols, key message to Christians
<b>Year 3 Autumn 2</b>	Could Jesus heal people? Were these miracles or is there some other explanation? Concept: Incarnation	Jesus and the blind man - The paralysed man - Miracles
<b>Year 3 Autumn 2</b>	What is 'good' about Good Friday? Concept: Salvation	The Last Supper, Crucifixion, forgiveness
<b>Year 4 Autumn 2</b>	What is the most significant part of the nativity story for Christians today? Concept: Incarnation	Christmas symbols, angel, star, gifts, Incarnation, Christingle
<b>Year 4 Spring 2</b>	Is forgiveness always possible for Christians? Concept: Salvation	The Last Supper, Forgiveness, Jesus' teachings on enemies, anger, revenge
<b>Year 4 Summer 2</b>	Do people need to go to church to show they are Christians?	Church, baptism, Eucharist, worship, daily life, prayer
<b>Year 5 Autumn 2</b>	How important is it to Christians that Jesus came back to life after his crucifixion? Concept: Salvation	Easter symbols - resurrection- new life - egg
<b>Year 5 Spring 2</b>	How important is it to Christians that Jesus came back to life after his crucifixion? Concept: Salvation	Easter symbols - resurrection- new life - egg
<b>Year 5 Summer 2 or</b>	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
<b>Year 6 Autumn 2 or</b>	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
<b>Year 6 Spring 1</b>	Is anything ever eternal? Concept: Salvation	Jesus teachings and parables, Lost Son, 10 lepers, 2 Great commandments, agape, heaven, love
<b>Year 6 Spring 2</b>	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
<b>Year 3/4: New optional Bahá'í Enquiries available in the community area of the Discovery RE website</b>		
<b>Year 3/4 Autumn 1</b>	How important is Bahá'u'lláh to Bahá'ís?	Key beliefs, Bahá'u'lláh's teachings, impact of his life and example to believers
<b>Year 3/4 Summer 1</b>	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
<b>Year 3/4 Summer 2</b>	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
<b>Year 4 Autumn 1</b>	Is it possible for everyone to be happy?	Life of the Buddha, the search for enlightenment
<b>Year 4 Spring 1</b>	Can the Buddha's teachings make the world a better place?	The 8-fold path, 3 universal truths, suffering, Buddha's teachings, Right Speech
<b>Year 4 Summer 1</b>	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
<b>Year 3 Autumn 1</b>	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
<b>Year 3 Summer 1</b>	How can Brahman be everywhere and in everything?	Brahman, deities, Ganesha, Trimurti
<b>Year 3 Summer 2</b>	Would visiting the River Ganges feel special to a non-Hindu?	River Ganges, pilgrimage, funeral customs, Varanasi
<b>Year 5 Autumn 1</b>	What is the best way for a Hindu to show commitment to God?	Murtis, worship at home (Puja), 4 goals, Dharma, Pilgrimage
<b>Year 5 Spring 1</b>	How can Brahman be everywhere and in everything?	Is there a soul?, trimurti, God, deities
<b>Year 3 Summer 1</b>	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 1	Does completing Hajj make a person a better Muslim?	Pilgrimage - Hajj - Makkah - significance - 5 pillars
<b>Year 3/4: New optional Islam Enquiries available in the community area of the Discovery RE website</b>		
Year 3/4 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, Diwali, 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.

