

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

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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
Key Stage		
Foundation Stage	Aspects of religions should be explored with examples provided from all six religious traditions.	Christianity, Judaism and Islam Other religions are involved through stories
Key Stage 1	Christianity and at least Judaism 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.
Key Stage 2	Christianity and at least Hinduism and Sikhism as other religions, recognising their impact locally, nationally and globally.	Christianity every year Other faiths spread over KS2 include Hinduism, Sikhism, Islam and Judaism



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 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)

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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
Key Stage		
Foundation Stage	Aspects of religions should be explored with examples provided from all six religious traditions.	Christianity, Judaism and Islam Other religions are involved through stories
Key Stage 1	Christianity and at least Judaism 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	Christianity and at least Hinduism and Sikhism as other religions, recognizing their impact locally, nationally and globally.	Christianity every year Other faiths spread over KS2 include Hinduism, Sikhism, Islam and Judaism

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&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.

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