

How does Discovery RE® meet the Pan-Berkshire Agreed Syllabus (2018-23) requirements?



Discovery RE®

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



Jan Lever Group



www.discoveryschemeofwork.com





Welcome from Jan Lever (Director: Discovery RE)

Thank you for your interest in Discovery RE.

We understand the complex nature of translating a syllabus you are given for Religious Education, whether that be determined by an Academy Trust, a Diocese, a SACRE or another source.

We are therefore happy to offer our support by showing how we believe Discovery RE can support any such syllabus.

The mapping document that follows compares:

1. the pedagogies
2. the 'which religion/belief system when?' requirements
3. the subject knowledge content and
4. the assessment process

in the syllabus you have asked us to look at, and in Discovery RE.

We hope this helps to clarify Discovery RE's potential contribution to your school's religious education.

We understand that the extent to which a ready-made scheme of learning can meet the requirements of any syllabus, even if the scheme has been specifically written to match that syllabus, is dependent on the teachers delivering it. We do believe, however, based on the evidence provided by schools already using it, that Discovery RE has the potential to bring consistently high quality RE to children, enhancing teachers' confidence in delivering the subject and deepening children's learning and enjoyment of it.

Please feel welcome to contact me with any questions you may have:

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Very best wishes,

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Creator and Director: Discovery RE





Mapping Discovery RE to the Pan-Berkshire Agreed Syllabus

The mapping document that follows compares:

1. the pedagogies (teaching approaches)
2. the 'which religion/belief system when?' requirements
3. the subject knowledge content and
4. the assessment process

Introduction

Discovery RE is a set of detailed medium-term plans for RE from Years F1/2 to Year 6. It adopts an enquiry based approach to teaching and learning. Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered. Humanist perspectives are added when appropriate in some enquiries. Each enquiry unit demands the equivalent of 6 lessons, but teaching time could be blocked over perhaps 3 half days to enhance learning. Each enquiry has a learning objective which shows the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout as is each enquiry's contribution to the British Values agenda.

1. The pedagogies (teaching approaches)

Discovery RE is an enquiry-based approach to Religious Education, a different enquiry for every half-term (6 per year) focusing on one religion at a time.

The aim is to deepen children's critical thinking skills through greater subject knowledge and also to allow their own spiritual development.

Each enquiry has a big enquiry question e.g. What is the best way for a Sikh to show commitment to God? and this is explored with a **4-step process**:

Engagement (How can I relate to the underpinning concept in my own world?)

Investigation (What do I need to learn about the religion in order to answer the big question)

Evaluation (How well can I apply this knowledge to the big question using critical thinking/evaluation skills?)

Expression (Can I express what difference this enquiry has made to me, my thinking and my starting point?)

The Pan - Berkshire agreed syllabus for RE states that:

'The purpose of RE is to promote religious literacy. Religious literacy requires pupils to gain knowledge and understanding of a range of religions and worldviews and to use that knowledge to engage in informed and balanced conversations about religions and beliefs... being able to be discerning about the many attitudes and opinions they will encounter.'

The syllabus uses an enquiry process and to deliver RE, framing content around 'Big Questions which incorporate three strands, namely

- Belonging
- Believing and
- Behaving.

Discovery RE, with its enquiry model, is well suited to contribute to this process.



2. Which religion/s when?

Discovery RE

Christianity in every year group with one other religion each year from: Buddhism, Hinduism, Islam, Judaism and Sikhism.

Discovery RE studies Christianity in every year group with a spiral developmental approach, Christmas and Easter being given different treatment each year to deepen understanding.

Most year groups then have a choice of which other religion to study alongside Christianity, meaning that it is possible to enable children to encounter all 6 principal religions by the end of Key Stage 2 (11 years old)

Year 1 Christianity plus Judaism

Year 2 Christianity plus Judaism OR Islam

Year 3 Christianity plus Hinduism OR Sikhism

Year 4 Christianity plus Judaism OR Buddhism

Year 5 Christianity plus Hinduism OR Sikhism (whichever was not taught in Year 3)

Year 6 Christianity plus Islam

As Discovery RE is medium term planning it is perfectly possible to move planning between adjacent year groups and differentiate accordingly. If this is done then all the enquiries for the specific religion should be moved to the other year group, not just one or two.

Which religions when in the Pan - Berkshire agreed syllabus?

The Pan - Berkshire syllabus stipulates the following coverage:

During Reception, pupils **MUST** encounter Christianity **PLUS** at least one other religion from Hinduism, Islam, Judaism and Sikhism.

During the Primary Phase (Key Stages 1&2) pupils **MUST** have:

- studied Christianity in every year group **PLUS** Hinduism, Islam, Judaism and Sikhism,
- by exploring the Key Questions for the relevant Key Stage, they should achieve the expected outcomes identified in the syllabus.

3. Subject Knowledge content

The overview grid that follows shows the core content of the Discovery RE enquiries to enable teachers to compare this with the requirements of their agreed syllabus. However, it is worth noting that as Discovery RE is medium-term planning, the suggested content in each enquiry can be added to in order to accommodate syllabus requirements if necessary.

See Overview Grid.

The Pan - Berkshire syllabus is structured around Key Questions in all Key Stages.

In the Foundation Stage, the Pan - Berkshire syllabus states that children encounter Christianity and at least one of the other Primary Phase required religions, ensuring that learning is aligned to the most recent EYFS framework. Learning should also be 'experiential and thematic.'

During the Foundation Stage Discovery RE covers aspects of RE through big questions which focus on areas like special people, places, times and stories - this is consistent with the Pan Berkshire syllabus requirement for learning to be thematic.

Some of the EYFS big questions in Discovery RE are:

What makes people special?

What can we learn from stories?

How do people celebrate?

What makes places special?



These would fit well with the Pan - Berkshire requirements both in terms of the required religions to be studied and also advocating thematic and experiential learning.

The table below shows how the key questions and expected outcomes in KS1 could be covered using Discovery RE enquiries.

Christianity - Primary Phase

Foundation Stage

Discovery RE		Pan - Berkshire syllabus	
Enquiry question	Key Content	Key Questions	Expected Outcomes
What makes people special? F1/2 Autumn 1	Family, friends, role models, Jesus, Moses	KS1 Qu.1 How do some religions demonstrate that everyone is special?	KS1 Exp. d) Recognise the roles of religious leaders and sacred texts
What is Christmas? F1/2 Autumn 2	Giving, thanks, Christmas story, shepherds, wise men, Nativity	KS1 Qu.4 Why do symbols and stories play important roles in religions?	KS1 Exp. a) Recognise and give simple accounts of the core beliefs
How do people celebrate? F1/2 Spring 1	New Year, Chinese New Year, Nowruz (Persian New Year), Holi	KS1 Qu.2 Why are religious celebrations important to some people but not to others?	KS1 Exp. c) Describe some festivals, celebrations and practices and say how they reflect the core beliefs.
What is Easter? F1/2 Spring 2	Spring, Easter Eggs, Palm Sunday, cross	KS1 Qu.4 Why do symbols and stories play important roles in religions?	KS1 Exp. c) Describe some festivals, celebrations and practices and say how they reflect the core beliefs.
What can we learn from stories? F1/2 Summer 1	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	KS1 Qu.3 Does everyone believe the same things about God? KS1 Qu.4 Why do symbols and stories play important roles in religions? KS 1 Qu.5 Why do some people follow religious leaders and teachings?	KS1 Exp. b) Retell a range of religious stories and explain how they link to the core belief and practices
What makes places special? F1/2 Summer 2	Home, global homes, the world, church, mosque, synagogue	KS 1 Qu.6 How do some people's religious beliefs encourage them to care for the world?	KS1 Exp. c) Describe some festivals, celebrations and practices and say how they reflect the core beliefs.



During Key Stage 1, the Pan - Berkshire syllabus specifies that children learn about Christianity plus one other religion from Hinduism, Islam, Judaism or Sikhism in each year group.

Discovery RE includes Christianity in each year and offers the choice of Judaism and/or Islam in Key Stage 1, offering Berkshire schools the opportunity to cover two of the recommended religions as well as Christianity.

The Pan - Berkshire syllabus includes some required Key Questions. While schools are free to develop their own content, the Key Questions must be studied, and the relevant expected outcomes met.

The Pan - Berkshire syllabus content in Key Stage 1 is covered through the following key questions:

Key Stage 1 - Key Questions		
Qu.1	How do some religions demonstrate that everyone is special?	(Believing/Belonging)
Qu.2	Why are religious celebrations important to some people but not to others?	(Believing/Belonging/Behaving)
Qu.3	Does everyone believe the same things about God?	(Believing)
Qu.4	Why do symbols and stories play important roles in religions?	(Believing/Belonging/Behaving)
Qu.5	Why do some people follow religious leaders and teachings?	(Believing/Behaving)
Qu.6	How do some people's religious beliefs encourage them to care for the world?	(Believing/Behaving)

In the Discovery RE Key Stage 1 enquiries, children study Christianity and one or two other religions specifically Judaism and/or Islam. The subject content in Discovery RE would help to deliver elements of the key questions in the Pan - Berkshire syllabus.

In the boxes below, the Key Stage 1 Key Questions and expected outcomes are mapped against Christianity, Islam and Judaism to show how coverage can be achieved.

Christianity - Primary Phase

Key Stage 1

Discovery RE		Pan - Berkshire syllabus	
Enquiry question	Key Content	Key Questions	Expected Outcomes
Does God want Christians to look after the world? Year 1 Autumn 1	Creation Story -environmental issues recycling/ stewardship	KS1 Qu.6 How do some people's religious beliefs encourage them to care for the world?	KS1 Exp. b) Retell a range of religious stories and explain how they link to the core beliefs and practices
What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Year 1 Autumn 2	Giving - care taken as to the choice of gift Nativity story Incarnation	KS1 Qu.4 Why do symbols and stories play important roles in religions?	KS1 Exp. d) Recognise the roles of religious leaders and sacred texts

Was it always easy for Jesus to show friendship? Yr Spring 1	Zacchaeus, Jesus stills the storm Lazarus, friendship Forgiveness	KS1 Qu.1 How do some religions demonstrate that everyone is special?	KS1 Exp. a) Recognise and give simple accounts of the core beliefs
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Year 1 Spring 2	Preparing for a special person The Messiah Palm Sunday Easter Story	KS1 Qu.3 Does everyone believe the same things about God?	KS1 Exp. d) Recognise the roles of religious leaders and sacred texts
Is it possible to be kind to everyone all of the time? Year 2 Autumn 1	Good Samaritan, Love your neighbour, Jesus healing the paralysed man	KS1 Qu.5 Why do some people follow religious leaders and teachings?	KS1 Exp. b) Retell a range of religious stories and explain how they link to the core beliefs and practices
Why do Christians believe God gave Jesus to the world? Year 2 Autumn 2	Saviour, Advent, Jesus' teachings, Incarnation	KS1 Qu.2 Why are religious celebrations important to some people but not to others?	KS1 Exp. a) Recognise and give simple accounts of the core beliefs
How important is it to Christians that Jesus came back to life after his crucifixion? Year 2 Spring 2	Easter symbols - resurrection- new life - egg Easterstory Salvation	KS1 Qu.4 Why do symbols and stories play important roles in religions?	KS1 Exp. c) Describe some festivals, celebrations and practices and say how they reflect the core beliefs.

Judaism - Primary Phase

Part 1- KS1

Discovery RE		Pan - Berkshire syllabus	
Enquiry question	Key Content	Key Questions	Expected Outcomes
Is Shabbat important to Jewish children? Year 1 Summer 1	Special day - Shabbat meal - synagogue	KS1 Qu.6 How do some people's religious beliefs encourage them to care for the world?	Exp. a) Recognise and give simple accounts of the core beliefs
Are Rosh Hashanah and Yom Kippur important to Jewish children? Year 1 Summer 2	Forgiveness - repentance - Food and symbolism New year plans, prayer, synagogue	KS1 Qu.2 Why are religious celebrations important to some people but not to others?	Exp. c) Describe some festivals, celebrations and practices and say how they reflect the core beliefs.
Does celebrating Chanukah make Jewish children feel closer to God? (optional during KS 1)	Chanukah story, miracle, celebration	KS1 Qu.4 Why do symbols and stories play important roles in religions?	
How important is it for Jewish people to do what God asks them to do? Year 2 Spring 1	Covenant, Abraham, Moses, Passover, the Exodus, Seder meal - symbolism	KS1 Qu.5 Why do some people follow religious leaders and teachings?	Exp. d) Recognise the roles of religious leaders and sacred texts
How special is the relationship Jews have with God? Yr 2 Summer 1	Abraham - Covenant - Birth of Isaac, Moses and the 10 commandments, Mezuzah, Shema	KS1 Qu.3 Does everyone believe the same things about God?	Exp. b) Retell a range of religious stories and explain how they link to the core belief and practices
What is the best way for a Jew to show commitment to God? Year 2 Summer 2	Bar/Bat Mitzvah - Mitzvah day Tu B'Shevat (tree)	KS1 Qu.1 How do some religions demonstrate that everyone is special?	Exp. c) Describe some festivals, celebrations and practices and say how they reflect the core beliefs.

Islam - Primary Phase

Part 1- KS1

Discovery RE		Pan - Berkshire syllabus	
Enquiry question	Key Content	Key Questions	Expected Outcomes
Does praying at regular intervals help a Muslim in his/ her everyday life? Year 2 Spring 1	Prayer, commitment to Allah	Qu.3 Does everyone believe the same things about God?	Exp. a) Recognise and give simple accounts of the core beliefs
Does going to a Mosque give Muslims a sense of belonging? Year 2 Summer 1	Mosque, washing, prayer in a mosque	Qu.2 Why are religious celebrations important to some people but not to others?	Exp. c) Describe some festivals, celebrations and practices and say how they reflect the core beliefs.
Does completing Hajj make a person a better Muslim? Year 2 Summer 2	Pilgrimage - Hajj - Makkah - significance - 5 pillars	Qu.1 How do some religions demonstrate that everyone is special?	Exp. d) Recognise the roles of religious leaders and sacred texts
		Qu.4 Why do symbols and stories play important roles in religions?	Exp. b) Retell a range of religious stories and explain how they link to the core belief and practices

At Key Stage 2, the syllabus requires pupils to study Christianity, Hinduism, Islam, Judaism and Sikhism.

The Pan - Berkshire syllabus includes required Key Questions which can be re-worded and re-formatted as long as the content and strands are retained. Schools are free to develop their own content as long as pupils reach the relevant expected outcomes.

The Pan - Berkshire syllabus content in Key Stage 2 is covered through the following key questions.

Key Stage 2 - Key Questions		
Qu.1	To what extent does participating in worship and/or prayer generate a sense of belonging?	(Believing/Belonging)
Qu.2	Do Rites of Passage always help a believer to feel connected to God and/or community?	(Believing/Belonging/Behaving)
Qu.3	How can music and the arts help to express and communicate religious beliefs?	(Believing/Belonging)
Qu.4	To what extent do religious beliefs influence and encourage 'good' behaviour?	(Believing/Behaving)
Qu.5	How do religious leaders and sacred texts contribute to believers' understanding of their faith?	(Believing)
Qu.6	How well does faith help people cope with matters of life and death?	(Believing/Behaving)
Qu.7	What difference might it make to believe in God as Creator?	(Believing/Behaving)
Qu.8	How might beliefs and community shape a person's identity?	(Believing/Belonging)



Discovery RE provides material covering content for the six principal religions up to the end of Key Stage 2. As this includes the religions recommended in the syllabus, Berkshire schools would have the content they need in Discovery RE to fulfil all the syllabus requirements.

Whilst the Big Questions in Discovery RE are worded differently, the grids below show which Big Questions would enable which syllabus questions and outcomes to be fulfilled.

In the boxes below the Key Stage 2 Key Questions and expected outcomes are mapped against Christianity, Hinduism, Islam, Judaism and Sikhism to show how coverage can be achieved.

Christianity - Primary Phase

Key Stage 2

Discovery RE		Pan - Berkshire syllabus	
Enquiry question	Key Content	Key Questions	Expected Outcomes
Has Christmas lost its true meaning? Year 3 Autumn 2	Symbols, key message to Christians, Incarnation	Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?	LKS2 Exp. b) Describe a range of ways tha believers express their core beliefs and make the links between belief and expression
Could Jesus heal people? Were these miracles or is there some other explanation? Year 3 Spring 1	Jesus and the blind man-The paralysed man - Miracles Who was Jesus?	Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community?	LKS2 Exp. a) Explain the significance of religious leaders and sacred texts
What is 'good' about Good Friday? Year 3 Spring 2	The Last Supper, Crucifixion, forgiveness Salvation	Qu. 6 How well does faith help people cope with matters of life and death?	LKS2 Exp a) Explain the significance of religious leaders and sacred texts.
What is the most significant part of the nativity story for Christians today? Year 4 Autumn 2	Christmas symbols, angel, star, gifts, Incarnation, Christingle	Qu. 8 How might beliefs and community shape a person's identity?	LKS2 Exp. d) Recognise how religious identity can be shaped by family, community and practice.
Is forgiveness always possible for Christians? Year 4 Spring 2	The Last Supper, Forgiveness, Jesus' teachings on enemies, anger, revenge, Easter. salvation	Qu. 8 How might beliefs and community shape a person's identity?	LKS2 Exp. c) Identify how core beliefs can guide lifestyle choices
Do people need to go to church to show they are Christians? Year 4 Summer 2	Church, baptism, Eucharist, worship, daily life, prayer, commitment	Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community?	LKS2 Exp. b) Describe a range of ways that believers express their core beliefs and make the links between belief and expression.
Is the Christmas story true? Year 5 Autumn 2	Christmas story Incarnation	Qu. 7 What difference might it make to believe in God as Creator?	UKS2 Exp. c) Explain how beliefs, practices and community can support or determine responses to matters of life and death.

How significant is it for Christians to believe God intended Jesus to die? Year 5 Spring 2	Last Supper, Holy week, Crucifixion Salvation, redemption, sacrifice	Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour?	UKS2 Exp. d) Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.
What is the best way for a Christian to show commitment to God? Year 5 Summer 2	Love your neighbour, Faith in action, Christian charities, Mother Teresa, Martin Luther King, prayer, Communion, Church	Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour?	UKS2 Exp. a) Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice
Does belief in the Trinity help Christians make better sense of God as a whole? (Optional for KS2)	Trinity, Bible, church, hymns, creeds, Gospels	Qu. 7 What difference might it make to believe in God as Creator?	UKS2 Exp. a) Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice
How significant is it that Mary was Jesus' mother? Year 6 Autumn 2	Mary in art Virgin Birth, Incarnation Why was Mary chosen? Joseph Nativity Story and symbolism	Qu.3 How can music and the arts help express and communicate religious beliefs?	LKS2 Exp a) Explain the significance of religious leaders and sacred texts
Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Year 6 Autumn 2	Celebrations and traditions, symbols Incarnation	Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith?	UKS2 Exp. d) Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.
Is anything ever eternal? Year 6 Spring 1	Jesus teachings and parables, Lost Son, 10 lepers, 2 Great commandments, agape, heaven, love Salvation, eternal life	Qu.6 How well does faith help people cope with matters of life and death?	UKS2 Exp. c) Explain how beliefs, practices and community can support or determine responses to matters of life and death.
Is Christianity still a strong religion 2000 years after Jesus was on Earth? Year 6 Spring 2	Festivals, charities, Christianity in society	Qu 4 To what extent do religious beliefs influence and encourage 'good' behaviour?	UKS2 Exp. b) Explain and demonstrate how and why believers show courage and commitment.

Hinduism - Primary Phase

KS2

Discovery RE		Pan - Berkshire syllabus	
Enquiry question	Key Content	Key Questions	Expected Outcomes
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Year 3 Autumn 1	Story of Rama and Sita, Divali, Lakshmi, temple	Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?	LKS2 Exp. d) Recognise how religious identity can be shaped by family, community and practice.
		Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith?	LKS2 Exp a) Explain the significance of religious leaders and sacred texts
How can Brahman be everywhere and in everything? Year 3 Summer 1	Brahman, deities, Ganesha, Trimurti,	Qu.3 How can music and the arts help express and communicate religious beliefs?	LKS2 Exp. b) Describe a range of ways that believers express their core beliefs and make the links between belief and expression.
Would visiting the River Ganges feel special to a non-Hindu? Year 3 Summer 2	River Ganges, pilgrimage, funeral customs, Varanasi	Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community?	LKS2 Exp. c) Identify how core beliefs can guide lifestyle choices
What is the best way for a Hindu to show commitment to God? Year 5 Autumn 1	Murtis, worship at home (Puja), 4 goals, Dharma, Pilgrimage	Qu. 8 How might beliefs and community shape a person's identity?	UKS2 Exp. b) Explain and demonstrate how and why believers show courage and commitment.
How can Brahman be everywhere and in everything? Year 5 Spring 1	Is there a soul?, trimurti, God, deities,	Qu. 7 What difference might it make to believe in God as Creator?	UKS2 Exp. d) Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.
Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Year 5 Summer 1	Good deeds, Rama, re-incarnation, Sadhu	Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour?	UKS2 Exp. a) Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice
		Qu.6 How well does faith help people cope with matters of life and death?	UKS2 Exp. c) Explain how beliefs, practices and community can support or determine responses to matters of life and death.

Islam - Primary Phase

KS2

Discovery RE		Pan - Berkshire syllabus	
Enquiry question	Key Content	Key Questions	Expected Outcomes
What is the best way for a Muslim to show commitment to God Year 6 Autumn 1	5 pillars – prayer – charity – fasting – Hajj pilgrimage Commitment, faith	Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?	LKS2 Exp. c) Identify how core beliefs can guide lifestyle choices
Does belief in Akhirah (life after death) help Muslims lead good lives? Year 6 Summer 1&2	Actions/consequences, Greater Jihad, Military Jihad, Qur'an, Lesser Jihad/Holy War	Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour?	UKS2 Exp. a) Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice
		Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith?	UKS2 Exp. b) Explain and demonstrate how and why believers show courage and commitment.
		Qu.6 How well does faith help people cope with matters of life and death?	UKS2 Exp. c) Explain how beliefs, practices and community can support or determine responses to matters of life and death.
		Qu. 8 How might beliefs and community shape a person's identity?	UKS2 Exp. d) Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.

Judaism - Primary Phase

Part 2- KS2

Discovery RE		Pan - Berkshire syllabus	
Enquiry question	Key Content	Key Questions	Expected Outcomes
How special is the relationship Jews have with God? Year 4 Autumn 1	Covenant, Abraham, Isaac, Moses, Ten Commandments, Synagogue, Torah, Ner Tamid, Mezuzah, Shema	Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith?	LKS2 Exp. a) Explain the significance of religious leaders and sacred texts
		Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?	UKS2 Exp. a) Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice
How important is it for Jewish people to do what God asks them to do? Year 4 Spring 1	Kashrut, Kosher, Passover, Seder Meal	Qu.6 How well does faith help people cope with matters of life and death?	LKS2 Exp. b) Describe a range of ways that believers express their core beliefs and make the links between belief and expression.
		Qu. 7 What difference might it make to believe in God as Creator?	
What is the best way for a Jew to show commitment to God? Year 4 Summer 1	Rites of Passage and good works, Shabbat, Bar/Bat Mitzvah, Mitzvoh Tu B'Shevat (tree)	Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour?	LKS2 Exp. c) Identify how core beliefs can guide lifestyle choices
		Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community?	LKS2 Exp. d) Recognise how religious identity can be shaped by family, community and practice.
		Qu. 8 How might beliefs and community shape a person's identity?	UKS2 Exp. b) Explain and demonstrate how and why believers show courage and commitment..

Sikhism - Primary Phase

KS2

Discovery RE		Pan - Berkshire syllabus	
Enquiry question	Key Content	Key Questions	Expected Outcomes
Does joining the Khalsa make a person a better Sikh? Year 3 Autumn 1	Khalsa, Amrit, 5Ks, commitment	Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community?	LKS2 Exp. d) Recognise how religious identity can be shaped by family, community and practice.
		Qu. 7 What difference might it make to believe in God as Creator?	LKS2 Exp. b) Describe a range of ways that believers express their core beliefs and make the links between belief and expression.
Do Sikhs think it is important to share? Year 3 Summer 1	Vaisakhi, Diwali, Guru Hargobind, Gurdwara, Guru Granth Sahib, Langar	Qu. 4 To what extent do religious beliefs influence and encourage 'good' behaviour?	LKS2 Exp. c) Identify how core beliefs can guide lifestyle choices
What is the best way for a Sikh to show commitment to God? Year 3 Summer 2	5 KS, Amrit, Khalsa recap, worship, Guru Granth Sahib, Mool Mantar, 3 Golden rules, Gurdwara	Qu.6 How well does faith help people cope with matters of life and death?	LKS2 Exp. a) Explain the significance of religious leaders and sacred texts
		Qu.3 How can music and the arts help express and communicate religious beliefs?	
How far would a Sikh go for his/ her religion? Yr 5 Autumn 1	Guru Nanak, Worship, the Langar, the Golden Temple of Amritsar, marriage, 5Ks	Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?	UKS2 Exp. d) Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.
Are Sikh stories important today? Yr 5 Spring 1	Guru Granth Sahib, Guru Nanak and the jasmine flower, Bhai Lalo and Malik Bhago, Vaisakhi, Guru Nanak and the Cobra,	Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith?	UKS2 Exp. a) Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice
What is the best way for a Sikh to show commitment to God? Year 5 Summer 1	5 Ks, Gurdwara, Sewa, commitment	Qu. 8 How might beliefs and community shape a person's identity?	UKS2 Exp. c) Explain how beliefs, practices and community can support or determine responses to matters of life and death.
			UKS2 Exp. b) Explain and demonstrate how and why believers show courage and commitment.



Please compare to the detailed overview grids below.

4. The assessment process

Assessment in Discovery RE

Mindful that the majority of agreed syllabi for RE around the country used to align themselves to the 2 attainment target and 8-level scale system of assessing children's RE learning, the original edition of Discovery RE followed this pattern in order to be of service to teachers.

Some people are still obliged to follow agreed syllabi containing this system, so Discovery RE continues to reference the 2 attainment targets (albeit teasing out the different aspects of AT2).

However, mindful of the educational landscape 'beyond levels', we also offer an alternative colour-coded system:

- **End of key stage age-related expectations for KS1, lower KS2 and upper KS2.** This is similar to the RE Council non-statutory framework for RE (2013) which also suggests end of KS3 expectations, summarised as: (Abridged NCFRE showing the 3 strands A, B and C. (For Curriculum Framework for RE, just Google).

End of Key Stage colour-coded descriptors in Discovery RE

"WORKING AT" expectation. Most children are expected to reach these expectations.	GREEN DESCRIPTORS Personal resonance with or reflection on <ul style="list-style-type: none"> • The concept / belief underlying the subject matter of the enquiry • Child's own thoughts, opinions, belief, empathy. 	BLUE DESCRIPTORS Knowledge and understanding of the subject matter of that enquiry (subject knowledge)	RED DESCRIPTORS Skills of evaluation and critical thinking in relation to the big enquiry question
End of Key Stage 1 (Year 2, Age 7, 'old' Level 2)	<ul style="list-style-type: none"> • I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world • I can verbalise and / or express my own thoughts 	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of LOWER key Stage 2 (Year 4, Age 9, 'old' Level 3)	<ul style="list-style-type: none"> • I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. • I can express my own opinions and start to support them with rationale. 	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of Key Stage 2 (Year 6, Age 11, 'old' Level 4)	<ul style="list-style-type: none"> • I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/ beliefs • I can express my own thoughts etc having reflected on them in relation to other people's. 	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.



- **3 age-related expectation descriptors for each enquiry in each year group.** These expectations (working AT, TOWARDS and BEYOND) give guidance for assessing each of the 3 aspects of learning involved and made explicit in Discovery RE. Schools can, of course, use the language of their choice to describe these expectations (e.g. developing, secure, exceeding) in order to ensure RE is in line with the school's system.

The 3 aspects of learning are colour-coded:

Green: personal resonance with or reflection on... (formerly AT2 personal)

Blue: knowledge and understanding of... (formerly AT1)

Red: evaluation/critical thinking in relation to the enquiry question (formerly AT2 impersonal).

This colour coding runs through the planning and activity sheets so the teacher can see which activity is focused on which aspect of learning, and follow this through in the expectation descriptors (Working TOWARDS, Working AT and Working BEYOND) and in the exemplification. This will make it easier to link teaching with learning outcomes, as RE is a complex subject to assess.

Year 3 Summer 2	What is the best way for a Sikh to show commitment to God?	Comments
WORKING TOWARDS (Level 2)	<p>I can talk about different ways that I show commitment.</p> <p>I can talk about some ways Sikhs show commitment to God.</p> <p>I can show an understanding that Sikhs choose different levels/types of commitment and that's OK.</p>	
Year 3 expectation WORKING AT (Level 3)	<p>I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me.</p> <p>I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.</p> <p>I can start to evaluate which ways may show more or less commitment to God for Sikhs.</p>	
WORKING BEYOND (Level 4)	<p>I can explain that there are many different ways I can show commitment to people or to my goals and can show an understanding that I may have different levels of commitment to different things.</p> <p>I can explain how Sikhs have a range of ways to show commitment to God and understand that some of these will be more significant to some Sikhs than others.</p> <p>I can start to express my own opinion about which ways may express more commitment than others for Sikhs.</p>	

Assessment process in the syllabus

The Pan - Berkshire Agreed Syllabus measures pupil attainment in line with expected outcomes for in each Key Stage.

The expected outcomes are:

Key Stage 1 - Expected outcomes - Enquiry and Impact	
Exp. A	Recognise and give simple accounts of the core beliefs.
Exp. B	Retell a range of religious stories and explain how they link to the core beliefs and practices.
Exp. C	Describe some festivals, celebrations and practices and say how they reflect the core beliefs.
Exp. D	Recognise the roles of religious leaders and sacred texts.



Lower Key Stage 2 - Expected outcomes - Enquiry and Impact	
Exp. A	Explain the significance of religious leaders and sacred texts
Exp. B	Describe a range of ways that believers express their core beliefs and make the links between belief and expression.
Exp. C	I identify how core beliefs can guide lifestyle choices.
Exp. D	Recognise how religious identity can be shaped by community, family and practice.

Upper Key Stage 2 - Expected outcomes - Enquiry and Impact	
Exp. A	ExDescribe and explain what motivates and inspires believers and how this can be reflected in actions/practice.
Exp. B	Explain and demonstrate how and why believers show courage and commitment
Exp. C	Explain how beliefs, practices and community can support or determine responses to matters of life and death.
Exp. D	Give examples of how core beliefs can be interpreted in different ways, leading to diverse expression and behaviour.

All of these expectations need to be met for Christianity and at least two are to be met for each of the other religions studied in each year. Exemplars and other assessment related documents will be developed and made available in an online guidance section on each Berkshire SACRE website.

Discovery RE 3rd edition, being conscious of the variety of assessment models used in schools, has developed a colour-coded assessment process with 3 age-related expectations for the end of each enquiry as well as summary descriptors at the end of each Key Stage. This is to keep in line with recent developments in assessment which have moved away from attainment targets and the eight-level scale, and works very well with the Pan-Berkshire syllabus outcomes.

See grids below for comparison.

To summarise: How well will Discovery RE serve the Pan-berkshre agreed syllabus?

Looking back over the 4 points of comparison it is clear that Discovery RE can be the vehicle through which schools implement the syllabus to full effect.

1. Pedagogies

The Pan - Berkshire syllabus (2018-23) for RE,

'offers students the chance to develop spiritually, morally, socially and culturally and to reflect on their own beliefs.'

The syllabus continues to place a great emphasis on enquiry. Discovery RE, using an enquiry-based approach throughout, supports this.

2. Which religions when?

Christianity is taught in each year group. Berkshire schools need to study four other principal religions in depth up to the end of Key Stage 2.

As Discovery RE includes enquiries on the 6 principal religions, Berkshire schools would be able to use Discovery RE to meet these requirements.

3. Subject knowledge

The Key Questions in the Pan - Berkshire syllabus and the Big Questions in Discovery RE may be worded differently but cover the same content and concepts. The grids below show how the questions compare and which Discovery RE questions lend themselves to fulfilling the syllabus expected outcomes.

4. Assessment

The end of key stage expectation descriptors (working towards, at, beyond) developed in Discovery RE recognise the developments nationally to assess 'beyond levels'. The Pan - Berkshire syllabus has developed a very similar system of expected outcomes for each Key Stage, so again Discovery RE is compatible with the Pan- Berkshire agreed syllabus.



Support for Discovery RE schools

www.discoveryschemeofwork.com

We offer the website to Discovery RE users as an ongoing hub of support. People are welcome to contribute.

We do our best to offer ongoing support to schools using Discovery RE by:

- Offering each school a mentor, always on hand to answer any questions and offer support and advice
- Giving password-protected access to the Discovery RE Community Area on the website (the login details will be sent via email)
- Termly newsletters including updates and more teaching/learning ideas

Our Philosophy

Our belief is that, using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced.

This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Discovery RE uses a four-step enquiry model -

The four steps are: **Engagement, Investigation, Evaluation and Expression**

These steps allow for an enquiry based learning experience that starts in the child's own world, takes them on a journey into the world of religion and challenges them to think evaluatively about big questions, before reflecting on and expressing their own thoughts. It 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 is a thoughtful and creative set of RE planning for the whole Primary school, F1/2 to Year 6. We hope it makes teachers' lives easier and short-cuts the planning process, freeing them to design exciting and challenging teaching/learning activities for each lesson/enquiry.

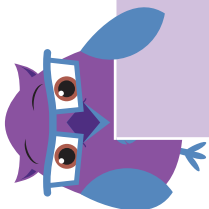
Jan Lever



Overview Years F1/2 to Year 6

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		Theme: Special People	Theme: Christmas	Concept: Incarnation	Theme: Celebrations	Key Question: How do people celebrate?	Religion: Hinduism	Theme: Easter	Concept: Salvation	Key Question: What can we learn from stories?	Religion: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places	Key Question: What makes places special?
F1/2		Key Question: What makes people special?	Key Question: What is Christmas?	Religion: Christianity	Religion: Christianity	Religion: Christianity	Religion: Christianity	Key Question: What is Easter?	Religion: Christianity	Religion: Christianity, Islam, Hinduism, Sikhism	Religion: Christianity, Islam, Judaism	Religion: Christianity, Islam, Judaism	Religion: Christianity, Islam, Judaism
1		Theme: Creation Story	Theme: Christmas	Concept: Incarnation	Theme: Jesus as a friend	Key Question: Was it always easy for Jesus to show friendship?	Religion: Christianity	Theme: Easter - Palm Sunday	Concept: Salvation	Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Religion: Christianity	Theme: Rosh Hashanah and Yom Kippur	Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?
2		Theme: What did Jesus teach?	Theme: Christmas - Jesus as gift from God	Concept: Incarnation	Theme: Passover	Key Question: How important is it for Jewish people to do what God asks them to do?	Religion: Christianity	Theme: Easter - Resurrection	Concept: Salvation	Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?	Religion: Christianity	Theme: Rites of Passage and good works	Key Question: What is the best way for a Jew to show commitment to God?
		Key Question: Is it possible to be kind to everyone all of the time?	Key Question: Why do Christians believe God gave Jesus to the world?	Religion: Christianity	Theme: Prayer at home	Key Question: Does praying at regular intervals help a Muslim in his/her everyday life?	Religion: Islam	Theme: Community and Belonging	Key Question: Does going to a Mosque give Muslims a sense of belonging?	Religion: Islam	Religion: Islam	Theme: Hajj	Key Question: Does completing Hajj make a person a better Muslim?

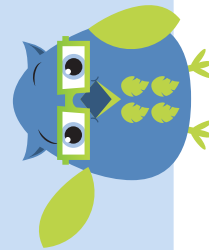
There is an additional optional Judaism enquiry at the end of the Year 1 section: Does celebrating Chanukah make Jewish children feel closer to God?



Overview Years F1/2 to Year 6

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

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



There is an additional optional Christianity enquiry at the end of the Year 4 section: Why are there four Gospels and how are they relevant to Christians today?

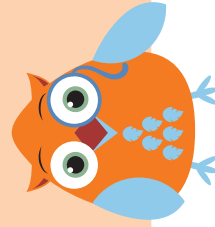


Overview Years F1/2 to Year 6

5	*Theme: Belief into action	Theme: Christmas	*Theme: Beliefs and moral values	Theme: Easter	*Theme: Prayer and Worship	Theme: Beliefs and Practices
	Key Question: How far would a Sikh go for his/her religion?	Concept: Incarnation	Key Question: Are Sikh stories important today?	Key Question: How significant is it for Christians to believe God intended Jesus to die?	Key Question: What is the best way for a Sikh to show commitment to God?	Key Question: What is the best way for a Christian to show commitment to God?
	Religion: Sikhism	Religion: Christianity	Religion: Sikhism	Religion: Christianity	Religion: Sikhism	Religion: Christianity
	*Theme: Prayer and Worship		*Theme: Hindu Beliefs		*Theme: Beliefs and moral values	
	Key Question: What is the best way for a Hindu to show commitment to God?		Key Question: How can Brahman be everywhere and in everything?		Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	
	Religion: Hinduism		Religion: Hinduism		Religion: Hinduism	

There is an additional optional Christianity enquiry at the end of the Year 5 section: Does belief in the Trinity help Christians make better sense of God as a whole?

6	Theme: Beliefs and Practices	Theme: Christmas	Theme: Beliefs and Meaning	Theme: Easter	Theme: Beliefs and moral values	
	Key Question: What is the best way for a Muslim to show commitment to God?	Concept: Incarnation	Concept: Salvation	Concept: Gospel	Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?	
	Religion: Islam	Religion: Christianity	Religion: Christianity	Religion: Christianity	Religion: Islam	
		Theme: Christmas			NB: This enquiry is taught in 2 sections over the term	
		Concept: Incarnation				
		Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?				
		Religion: Christianity				



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



Discovery RE 3rd edition

Content summary for each Discovery RE enquiry

Christianity

Year & Term	Discovery RE enquiry question	Key Content
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	Was it always easy for Jesus to show friendship? Concept: Incarnation	Zacchaeus, Jesus stills the storm Lazarus, 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.

Year 3 Autumn 2	Has Christmas lost its true meaning? Concept: Incarnation	Symbols, key message to Christians
Year 3 Spring 1	Could Jesus heal people? Were these miracles or is there some other explanation? Concept: Incarnation	Jesus and the blind man - The paralysed man - Miracles
Year 3 Spring 2	What is 'good' about Good Friday? Concept: Salvation	The Last Supper, Crucifixion, forgiveness
Year 4 Autumn 2	What is the most significant part of the nativity story for Christians today? Concept: Incarnation	Christmas symbols, angel, star, gifts, Incarnation, Christingle
Year 4 Spring 2	Is forgiveness always possible for Christians? Concept: Salvation	The Last Supper, Forgiveness, Jesus' teachings on enemies, anger, revenge,
Year 4 Summer 2	Do people need to go to church to show they are Christians?	Church, baptism, Eucharist, worship, daily life, prayer
Year 5 Autumn 2	Is the Christmas story true? Concept: Incarnation	Christmas story
Year 5 Spring 2	How significant is it for Christians to believe God intended Jesus to die? Concept: Salvation	Last Supper, Holy week, Crucifixion
Year 5 Summer 2 or	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
Year 6 Autumn 2 or	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
Year 6 Spring 1	Is anything ever eternal? Concept: Salvation	Jesus teachings and parables, Lost Son, 10 lepers, 2 Great commandments, agape, heaven, love
Year 6 Spring 2	Is Christianity still a strong religion 2000 years after Jesus was on Earth? Concept: Gospel	Festivals, charities, Christianity in society

Buddhism

Year & Term	Discovery RE enquiry question	Key Content
Year 4 Autumn 1	Is it possible for everyone to be happy?	Life of the Buddha, the search for enlightenment
Year 4 Spring 1	Can the Buddha's teachings make the world a better place?	The 8-fold path, 3 universal truths, suffering, Buddha's teachings, Right Speech
Year 4 Summer 1	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
Year 3 Autumn 1	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
Year 3 Summer 1	How can Brahman be everywhere and in everything?	Brahman, deities, Ganesha, Trimurti
Year 3 Summer 2	Would visiting the River Ganges feel special to a non-Hindu?	River Ganges, pilgrimage, funeral customs, Varanasi
Year 5 Autumn 1	What is the best way for a Hindu to show commitment to God?	Murtis, worship at home (Puja), 4 goals, Dharma, Pilgrimage
Year 5 Spring 1	How can Brahman be everywhere and in everything?	Is there a soul?, trimurti, God, deities
Year 5 Summer 1	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 2	Does completing Hajj make a person a better Muslim?	Pilgrimage - Hajj - Makkah - significance - 5 pillars
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	<i>Are Rosh Hashanah and Yom Kippur important to Jewish children?</i>	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, Mitzvot 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, Divali, 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

Which Syllabus Key Questions and Expected Outcomes are compatible with Discovery RE enquiries?

Christianity - Primary Phase

KS1

Discovery RE	Pan - Berkshire syllabus									
Enquiry question	Key Questions						Expected Outcomes			
	Qu 1	Qu 2	Qu 3	Qu 4	Qu 5	Qu 6	Exp A	Exp B	Exp C	Exp D
Does God want Christians to look after the world? Year 1 Autumn 1						✓		✓		
What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Year 1 Autumn 2				✓						✓
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 possible to be kind to everyone all of the time? Year 2 Autumn 1					✓			✓		
Why do Christians believe God gave Jesus to the world? Year 2 Autumn 2		✓					✓			
How important is it to Christians that Jesus came back to life after his crucifixion? Year 2 Spring 2				✓					✓	

Judaism - Primary Phase

KS1

Discovery RE	Pan - Berkshire syllabus									
Enquiry question	Key Questions						Expected Outcomes			
	Qu 1	Qu 2	Qu 3	Qu 4	Qu 5	Qu 6	Exp A	Exp B	Exp C	Exp D
Is Shabbat important to Jewish children? Year 1 Summer 1						✓	✓			
Are Rosh Hashanah and Yom Kippur important to Jewish children? Year 1 Summer 2		✓							✓	
Does celebrating Chanukah make Jewish children feel closer to God? (optional)				✓					✓	
How important is it for Jewish people to do what God asks them to do? Year 2 Spring 1					✓					✓
How special is the relationship Jews have with God? Year 2 Summer 1			✓					✓		
What is the best way for a Jew to show commitment to God? Year 2 Summer 2	✓								✓	

Islam - Primary Phase

KS1

Discovery RE	Pan - Berkshire syllabus									
Enquiry question	Key Questions						Expected Outcomes			
	Qu 1	Qu 2	Qu 3	Qu 4	Qu 5	Qu 6	Exp A	Exp B	Exp C	Exp D
Does praying at regular intervals help a Muslim in his/ her everyday life? Year 2 Spring 1			✓				✓			
Does going to a Mosque give Muslims a sense of belonging? Year 2 Summer 1		✓							✓	
Does completing Hajj make a person a better Muslim? Year 2 Summer 2	✓			✓				✓		✓

Christianity - Primary Phase

KS2

Discovery RE	Pan - Berkshire syllabus											
Enquiry question	Key Questions								Expected Outcomes			
	Qu 1	Qu 2	Qu 3	Qu 4	Qu 5	Qu 6	Qu 7	Qu 8	Exp A	Exp B	Exp C	Exp D
Has Christmas lost its true meaning? Year 3 Autumn 2	✓									✓		
Could Jesus heal people? Were these miracles or is there some other explanation? Year 3 Spring 1		✓							✓			
What is 'good' about Good Friday? Year 3 Spring 2						✓			✓			
What is the most significant part of the nativity story for Christians today? Year 4 Autumn 2								✓				✓
Is forgiveness always possible for Christians? Year 4 Spring 2								✓			✓	
Do people need to go to church to show they are Christians? Year 4 Summer 2		✓								✓		
Why are there four Gospels and how are they relevant to Christians today? (optional)					✓						✓	
Is the Christmas story true? Year 5 Autumn 2							✓				✓	
How significant is it for Christians to believe God intended Jesus to die? Year 5 Spring 2				✓								✓
What is the best way for a Christian to show commitment to God? Year 5 Summer 2				✓					✓			
Does belief in the Trinity help Christians make better sense of God as a whole? (optional)							✓		✓			
How significant is it that Mary was Jesus' mother? Year 6 Autumn 2			✓							✓		
Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Year 6 Autumn 2					✓							✓
Is anything ever eternal? Year 6 Spring 1						✓					✓	
Is Christianity still a strong religion 2000 years after Jesus was on earth? Year 6 Spring 2				✓						✓		

Hinduism - Primary Phase

KS2

Discovery RE	Pan - Berkshire syllabus											
Enquiry question	Key Questions								Expected Outcomes			
	Qu 1	Qu 2	Qu 3	Qu 4	Qu 5	Qu 6	Qu 7	Qu 8	Exp A	Exp B	Exp C	Exp D
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Year 3 Autumn 1	✓				✓				✓			✓
How can Brahman be everywhere and in everything? Year 3 Summer 1			✓							✓		
Would visiting the River Ganges feel special to a non-Hindu? Year 3 Summer 2		✓									✓	
What is the best way for a Hindu to show commitment to God? Year 5 Autumn 1								✓		✓		
How can Brahman be everywhere and in everything? Year 5 Spring 1							✓					✓
Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Year 5 Summer 1				✓		✓			✓		✓	

Islam - Primary Phase

KS2

Discovery RE	Pan - Berkshire syllabus											
Enquiry question	Key Questions								Expected Outcomes			
	Qu 1	Qu 2	Qu 3	Qu 4	Qu 5	Qu 6	Qu 7	Qu 8	Exp A	Exp B	Exp C	Exp D
What is the best way for a Muslim to show commitment to God? Year 6 Autumn 1	✓										✓	
Does belief in Akhirah (life after death) help Muslims lead good lives? Year 6 Summer 1&2				✓	✓	✓			✓	✓	✓	
								✓				✓

Judaism - Primary Phase

KS2

Discovery RE	Pan - Berkshire syllabus											
Enquiry question	Key Questions								Expected Outcomes			
	Qu 1	Qu 2	Qu 3	Qu 4	Qu 5	Qu 6	Qu 7	Qu 8	Exp A	Exp B	Exp C	Exp D
How special is the relationship Jews have with God? Year 4 Autumn 1	✓				✓				✓			
How important is it for Jewish people to do what God asks them to do? Year 4 Spring 1						✓	✓			✓		
What is the best way for a Jew to show commitment to God? Year 4 Summer 1		✓		✓				✓		✓	✓	✓

Sikhism - Primary Phase

KS2

Discovery RE	Pan - Berkshire syllabus											
Enquiry question	Key Questions								Expected Outcomes			
	Qu 1	Qu 2	Qu 3	Qu 4	Qu 5	Qu 6	Qu 7	Qu 8	Exp A	Exp B	Exp C	Exp D
Does joining the Khalsa make a person a better Sikh? Year 3 Autumn 1		✓					✓			✓		✓
Do Sikhs think it is important to share? Year 3 Summer 1				✓							✓	
What is the best way for a Sikh to show commitment to God? Year 3 Summer 2			✓			✓			✓			
How far would a Sikh go for his/ her religion? Year 5 Autumn 1	✓											✓
Are Sikh stories important today? Year 5 Spring 1					✓				✓			
What is the best way for a Sikh to show commitment to God? Year 5 Summer 1								✓		✓	✓	

Pan-Berkshire and Discovery RE grids with level descriptor

Christianity - Primary Phase

KS1

Discovery RE			Pan - Berkshire syllabus	
Enquiry question	Key Content	'Working at' descriptor	Key Questions	Expected Outcomes
Does God want Christians to look after the world? Year 1 Autumn 1	Creation Story -environmental issues recycling/ stewardship	I can remember the Christian Creation story and talk about it.	KS1 Qu.6 How do some people's religious beliefs encourage them to care for the world?	KS1 Exp. b) Retell a range of religious stories and explain how they link to the core beliefs and practices
What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Year 1 Autumn 2	Giving - care taken as to the choice of gift Nativity story Incarnation	I can remember some of the Christmas story.	KS1 Qu.4 Why do symbols and stories play important roles in religions?	KS1 Exp. d) Recognise the roles of religious leaders and sacred texts
Was it always easy for Jesus to show friendship? Year 1 Spring 1	Zacchaeus - Jesus stills the storm Lazarus - friendship Forgiveness	I can remember a story about Jesus showing friendship and talk about it.	KS1 Qu.1 How do some religions demonstrate that everyone is special?	KS1 Exp. a) Recognise and give simple accounts of the core beliefs
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Year 1 Spring 2	Preparing for a special person The Messiah Palm Sunday Easter Story	I can recall parts of the Easter story. I can recognise some symbols in the story.	KS1 Qu.3 Does everyone believe the same things about God?	KS1 Exp. d) Recognise the roles of religious leaders and sacred texts
Is it possible to be kind to everyone all of the time? Year 2 Autumn 1	Good Samaritan, Love your neighbour, Jesus healing the paralysed man	I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness	KS1 Qu.5 Why do some people follow religious leaders and teachings?	KS1 Exp. b) Retell a range of religious stories and explain how they link to the core beliefs and practices
Why do Christians believe God gave Jesus to the world? Year 2 Autumn 2	Saviour, Advent, Jesus' teachings, Incarnation	I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.	KS1 Qu.2 Why are religious celebrations important to some people but not to others?	KS1 Exp. a) Recognise and give simple accounts of the core beliefs
How important is it to Christians that Jesus came back to life after his crucifixion? Year 2 Spring 2	Easter symbols - resurrection- new life - egg Easterstory Salvation	I can recall what Christians believe happened on Easter Sunday.	KS1 Qu.4 Why do symbols and stories play important roles in religions?	KS1 Exp. c) Describe some festivals, celebrations and practices and say how they reflect the core beliefs.

Some questions and expectations may appear more than once

Judaism - Primary Phase

KS1

Discovery RE			Pan - Berkshire syllabus	
Enquiry question	Key Content	'Working at' descriptor	Key Questions	Expected Outcomes
Is Shabbat important to Jewish children? Year 1 Summer 1	Special day - Shabbat meal - synagogue	I can use the right names for things that are special to Jewish people during Shabbat and explain why.	KS1 Qu.6 How do some people's religious beliefs encourage them to care for the world?	Exp. a) Recognise and give simple accounts of the core beliefs
Are Rosh Hashanah and Yom Kippur important to Jewish children? Year 1 Summer 2	Forgiveness - repentance - Food and symbolism New year plans, prayer, synagogue	I can tell you something that either Rosh Hashanah or Yom Kippur is about.	KS1 Qu.2 Why are religious celebrations important to some people but not to others?	Exp. c) Describe some festivals, celebrations and practices and say how they reflect the core beliefs.
Does celebrating Chanukah make Jewish children feel closer to God? (optional during KS 1)	Chanukah story, miracle, celebration	I can recognise some of the symbols used at Chanukah and start to explain them.	KS1 Qu.4 Why do symbols and stories play important roles in religions?	
How important is it for Jewish people to do what God asks them to do? Year 2 Spring 1	Covenant, Abraham, Moses, Passover, the Exodus, Seder meal - symbolism	I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this.	KS1 Qu.5 Why do some people follow religious leaders and teachings?	Exp. d) Recognise the roles of religious leaders and sacred texts
How special is the relationship Jews have with God? Yr 2 Summer 1	Abraham - Covenant - Birth of Isaac, Moses and the 10 commandments, Mezuzah, Shema	I can tell a story about Abraham or Moses and say why one of these men is important to Jews today.	KS1 Qu.3 Does everyone believe the same things about God?	Exp. b) Retell a range of religious stories and explain how they link to the core belief and practices
What is the best way for a Jew to show commitment to God? Year 2 Summer 2	Bar/Bat Mitzvah - Mitzvah day Tu B'Shevat (tree)	I can talk about one of the ways Jews show commitment to God.	KS1 Qu.1 How do some religions demonstrate that everyone is special?	Exp. c) Describe some festivals, celebrations and practices and say how they reflect the core beliefs.

Some questions and expectations may appear more than once

Islam - Primary Phase

KS1

Discovery RE			Pan - Berkshire syllabus	
Enquiry question	Key Content	'Working at' descriptor	Key Questions	Expected Outcomes
Does praying at regular intervals help a Muslim in his/her everyday life? Year 2 Spring 1	Prayer, commitment to Allah	I can use the right words to describe how Muslims pray and begin to explain why they do this.	Qu.3 Does everyone believe the same things about God?	Exp. a) Recognise and give simple accounts of the core beliefs
Does going to a Mosque give Muslims a sense of belonging? Year 2 Summer 1	Mosque, washing, prayer in a mosque	I can explain what happens when Muslims pray alone or at the mosque.	Qu.2 Why are religious celebrations important to some people but not to others?	Exp. c) Describe some festivals, celebrations and practices and say how they reflect the core beliefs.
Does completing Hajj make a person a better Muslim? Year 2 Summer 2	Pilgrimage - Hajj - Makkah - significance - 5 pillars	I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.	Qu.1 How do some religions demonstrate that everyone is special?	Exp. d) Recognise the roles of religious leaders and sacred texts
			Qu.4 Why do symbols and stories play important roles in religions?	Exp. b) Retell a range of religious stories and explain how they link to the core belief and practices

Some questions and expectations may appear more than once

Christianity - Primary Phase

KS2

Discovery RE			Pan - Berkshire syllabus	
Enquiry question	Key Content	'Working at' descriptor	Key Questions	Expected Outcomes
Has Christmas lost its true meaning? Year 3 Autumn 2	Symbols, key message to Christians, Incarnation	I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.	Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?	LKS2 Exp. b) Describe a range of ways that believers express their core beliefs and make the links between belief and expression.
Could Jesus heal people? Were these miracles or is there some other explanation? Year 3 Spring 1	Jesus and the blind man - The paralysed man - Miracles Who was Jesus?	I can explain one Christian viewpoint about one of Jesus' healing miracles.	Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community?	LKS2 Exp. a) Explain the significance of religious leaders and sacred texts.
What is 'good' about Good Friday? Year 3 Spring 2	The Last Supper, Crucifixion, forgiveness Salvation	I can start to tell you why Christians believe Jesus' death is important.	Qu.6 How well does faith help people cope with matters of life and death?	LKS2 Exp. a) Explain the significance of religious leaders and sacred texts.
What is the most significant part of the nativity story for Christians today? Year 4 Autumn 2	Christmas symbols, angel, star, gifts, Incarnation, Christingle	I can describe one thing a Christian might learn about Jesus from a Christmas symbol.	Qu. 8 How might beliefs and community shape a person's identity?	LKS2 Exp. d) Recognise how religious identity can be shaped by family, community and practice.
Is forgiveness always possible for Christians? Year 4 Spring 2	The Last Supper, Forgiveness, Jesus' teachings on enemies, anger, revenge, Easter. salvation	I can describe what a Christian might learn about forgiveness from a Biblical text.	Qu. 8 How might beliefs and community shape a person's identity?	LKS2 Exp. c) Identify how core beliefs can guide lifestyle choices.
Do people need to go to church to show they are Christians? Year 4 Summer 2	Church, baptism, Eucharist, worship, daily life, prayer, commitment	I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.	Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community?	LKS2 Exp. b) Describe a range of ways that believers express their core beliefs and make the links between belief and expression.
Why are there four Gospels and how are they relevant to Christians today? (Optional)	Bible, Library, Gospels, Miracles, Baptism, interpretation.	I can describe an event that occurs in more than one Gospel and say how a Christian might learn from it.	Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith?	LKS2 Exp. c) Identify how core beliefs can guide lifestyle choices.
Is the Christmas story true? Year 5 Autumn 2	Christmas story Incarnation	I can start to explain the Christian belief that Jesus was the Incarnation of God.	Qu. 7 What difference might it make to believe in God as Creator?	UKS2 Exp. c) Explain how beliefs, practices and community can support or determine responses to matters of life and death.

How significant is it for Christians to believe God intended Jesus to die? Year 5 Spring 2	Last Supper, Holy week, Crucifixion Salvation, redemption, sacrifice	I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.	Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour?	UKS2 Exp. d) Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.
What is the best way for a Christian to show commitment to God? Year 5 Summer 2	Love your neighbour, Faith in action, Christian charities, Mother Teresa, Martin Luther King, prayer, Communion, Church	I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others	Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour?	UKS2 Exp. a) Describe and explain what motivates and inspires believers and how this can be reflected in actions/ practice
Does belief in the Trinity help Christians make better sense of God as a whole? (Optional for KS2)	Trinity, Bible, church, hymns, creeds, Gospels	I can make links between the consubstantial nature of God in 3 persons and the attributes that these persons share.	Qu. 7 What difference might it make to believe in God as Creator?	UKS2 Exp. a) Describe and explain what motivates and inspires believers and how this can be reflected in actions/ practice
How significant is it that Mary was Jesus' mother? Year 6 Autumn 2	Mary in art Virgin Birth, Incarnation Why was Mary chosen? Joseph Nativity Story and symbolism	I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation)	Qu.3 How can music and the arts help express and communicate religious beliefs?	UKS2 Exp. b) Explain and demonstrate how and why believers show courage and commitment.
Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Year 6 Autumn 2	Celebrations and traditions, symbols Incarnation	I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born	Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith?	UKS2 Exp. d) Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.
Is anything ever eternal? Year 6 Spring 1	Jesus teachings and parables, Lost Son, 10 lepers, 2 Great commandments, agape, heaven, love Salvation, eternal life	I can make links between different Christian beliefs and their views on whether anything is ever eternal.	Qu.6 How well does faith help people cope with matters of life and death?	UKS2 Exp. c) Explain how beliefs, practices and community can support or determine responses to matters of life and death.
Is Christianity still a strong religion 2000 years after Jesus was on Earth? Year 6 Spring 2	Festivals, charities, Christianity in society	I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.	Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?	UKS2 Exp. b) Explain and demonstrate how and why believers show courage and commitment.

Some questions and expectations may appear more than once

Hinduism - Primary Phase

KS2

Discovery RE			Pan - Berkshire syllabus	
Enquiry question	Key Content	'Working at' descriptor	Key Questions	Expected Outcomes
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Year 3 Autumn 1	Story of Rama and Sita, Divali, Lakshmi, temple	I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.	Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?	LKS2 Exp. d) Recognise how religious identity can be shaped by family, community and practice.
			Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith?	LKS2 Exp a) Explain the significance of religious leaders and sacred texts
How can Brahman be everywhere and in everything? Year 3 Summer 1	Brahman, deities, Ganesha, Trimurti,	I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.	Qu.3 How can music and the arts help express and communicate religious beliefs?	LKS2 Exp. b) Describe a range of ways that believers express their core beliefs and make the links between belief and expression.
Would visiting the River Ganges feel special to a non-Hindu? Year 3 Summer 2	River Ganges, pilgrimage, funeral customs, Varanasi	I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.	Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community?	LKS2 Exp. c) Identify how core beliefs can guide lifestyle choices
What is the best way for a Hindu to show commitment to God? Year 5 Autumn 1	Murtis, worship at home (Puja), 4 goals, Dharma, Pilgrimage	I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others	Qu. 8 How might beliefs and community shape a person's identity?	UKS2 Exp. b) Explain and demonstrate how and why believers show courage and commitment.
How can Brahman be everywhere and in everything? Year 5 Spring 1	Is there a soul?, trimurti, God, deities,	I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives	Qu. 7 What difference might it make to believe in God as Creator?	UKS2 Exp. d) Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.
Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Year 5 Summer 1	Good deeds, Rama, re-incarnation, Sadhu	I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.	Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour?	UKS2 Exp. a) Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice
			Qu.6 How well does faith help people cope with matters of life and death?	UKS2 Exp. c) Explain how beliefs, practices and community can support or determine responses to matters of life and death.

Islam - Primary Phase

KS2

Discovery RE			Pan - Berkshire syllabus	
Enquiry question	Key Content	'Working at' descriptor	Key Questions	Expected Outcomes
What is the best way for a Muslim to show commitment to God Year 6 Autumn 1	5 pillars – prayer – charity -fasting – Hajj pilgrimage Commitment, faith	I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.	Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?	LKS2 Exp. c) Identify how core beliefs can guide lifestyle choices
Does belief in Akhirah (life after death) help Muslims lead good lives? Year 6 Summer 1&2	Actions/ consequences, Greater Jihad, Military Jihad, Qur'an, Lesser Jihad/ Holy War	I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.	Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour?	UKS2 Exp. a) Describe and explain what motivates and inspires believers and how this can be reflected in actions/ practice
			Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith?	UKS2 Exp. b) Explain and demonstrate how and why believers show courage and commitment.
			Qu.6 How well does faith help people cope with matters of life and death?	UKS2 Exp. c) Explain how beliefs, practices and community can support or determine responses to matters of life and death.
		I can explain two different Muslim interpretations of Jihad	Qu. 8 How might beliefs and community shape a person's identity?	UKS2 Exp. d) Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.

Some questions and expectations may appear more than once

Judaism - Primary Phase

KS2

Discovery RE			Pan - Berkshire syllabus	
Enquiry question	Key Content	'Working at' descriptor	Key Questions	Expected Outcomes
How special is the relationship Jews have with God? Year 4 Autumn 1	Covenant, Abraham, Isaac, Moses, Ten Commandments, Synagogue, Torah, Ner Tamid, Mezuzah, Shema	I can start to explain what makes Jewish people believe they have a special relationship with God.	Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith?	LKS2 Exp. a) Explain the significance of religious leaders and sacred texts
			Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?	UKS2 Exp. a) Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice
How important is it for Jewish people to do what God asks them to do? Year 4 Spring 1	Kashrut, Kosher, Passover, Seder Meal	I can describe some of the things Jews do to show respect to God.	Qu.6 How well does faith help people cope with matters of life and death?	LKS2 Exp. b) Describe a range of ways that believers express their core beliefs and make the links between belief and expression.
			Qu. 7 What difference might it make to believe in God as Creator?	
What is the best way for a Jew to show commitment to God? Year 4 Summer 1	Rites of Passage and good works, Shabbat, Bar/Bat Mitzvah, Mitzvoth Tu B'Shevat (tree)	I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.	Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour?	LKS2 Exp. c) Identify how core beliefs can guide lifestyle choices
			Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community?	LKS2 Exp. d) Recognise how religious identity can be shaped by family, community and practice.
			Qu. 8 How might beliefs and community shape a person's identity?	UKS2 Exp. b) Explain and demonstrate how and why believers show courage and commitment..

Some questions and expectations may appear more than once

Sikhism - Primary Phase

KS2

Discovery RE			Pan - Berkshire syllabus	
Enquiry question	Key Content	'Working at' descriptor	Key Questions	Expected Outcomes
Does joining the Khalsa make a person a better Sikh? Year 3 Autumn 1	Khalsa, Amrit, 5Ks, commitment	I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this.	Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community?	LKS2 Exp. d) Recognise how religious identity can be shaped by family, community and practice.
			Qu. 7 What difference might it make to believe in God as Creator?	LKS2 Exp. b) Describe a range of ways that believers express their core beliefs and make the links between belief and expression.
Do Sikhs think it is important to share? Year 3 Summer 1	Vaisakhi, Divali, Guru Hargobind, Gurdwara, Guru Granth Sahib, Langar	I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs.	Qu. 4 To what extent do religious beliefs influence and encourage 'good' behaviour?	LKS2 Exp. c) Identify how core beliefs can guide lifestyle choices
What is the best way for a Sikh to show commitment to God? Year 3 Summer 2	5 KS, Amrit, Khalsa recap, worship, Guru Granth Sahib, Mool Mantar, 3 Golden rules, Gurdwara	I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary	Qu.6 How well does faith help people cope with matters of life and death?	LKS2 Exp. a) Explain the significance of religious leaders and sacred texts
			Qu.3 How can music and the arts help express and communicate religious beliefs?	
How far would a Sikh go for his/ her religion? Yr 5 Autumn 1	Guru Nanak, Worship, the Langar, the Golden Temple of Amritsar, marriage, 5Ks	I can make links between how Sikhs practise their religion and the beliefs that underpin this.	Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging?	UKS2 Exp. d) Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.
Are Sikh stories important today? Yr 5 Spring 1	Guru Granth Sahib, Guru Nanak and the jasmine flower, Bhai Lalo and Malik Bhago, Vaisakhi, Guru Nanak and the Cobra,	I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.	Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith?	UKS2 Exp. a) Describe and explain what motivates and inspires believers and how this can be reflected in actions/ practice
What is the best way for a Sikh to show commitment to God? Year 5 Summer 1	5 Ks, Gurdwara, Sewa, commitment	I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.	Qu. 8 How might beliefs and community shape a person's identity?	UKS2 Exp. c) Explain how beliefs, practices and community can support or determine responses to matters of life and death.
				UKS2 Exp. b) Explain and demonstrate how and why believers show courage and commitment.