



RE Policy including Discovery RE

Policy Review

This policy is reviewed every **3 years.**

| | Signed Headteacher | Signed Chair of Governors |
|----------------------|--------------------|---------------------------|
| Date of review: | | |
| Date of next review: | | |



| | |
|-----------------------------|------------------------------|
| Name of school | Annie Lennard Primary School |
| Date of policy | March 2020 |
| Member of staff responsible | Melanie Bavin |
| Link Governor | |
| Review date | March 2023 |

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Introduction

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

"A major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).

This fits with our school ethos that at Annie Lennard School aims for all children to become confident independent learners, in a secure, caring and stimulating environment where staff and pupils learn together. Our aim is to bring learning alive for the children and to make the curriculum as relevant, exciting and as stimulating as we can make it. We aim to cater for all children's needs and recognise the fact that children learn best in different ways and at different rates. We value strengths that each child has and develop them, providing support and encouragement along the way. Whilst we are very proud of our academic achievements and expect high standards of work and behaviour from all of our children, we place equal importance on the development of social, spiritual and emotional skills.

Annie Lennard is a state run school. We deliver RE in line with the Locally Agreed Syllabus of the Sandwell SACRE. We use the Discovery RE programme as our scheme of work.

This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf)
- RE : realising the potential Ofsted 2013 (www.ofsted.gov.uk/resources/religious-education-realising-potential)
- A Curriculum Framework for RE in England, REC 2013 (<http://resubjectreview.recouncil.org.uk/re-review-report>)
- *C of E church schools may wish to add "Valuing all God's Children"* (https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf), "Making a Difference " (which includes the Church of England Statement of Entitlement) (https://www.churchofengland.org/sites/default/files/2017-10/2014_making_a_difference-a_review_of_religious_education_in_church_of_england_schools_web_final.pdf) and the 2018 SIAMS inspection framework (<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/siams-school-inspections>)

The aims of our RE, using the Discovery RE Scheme of Work

Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the non- statutory guidance described above.

By following Discovery RE at Annie Lennard we intend that Religious Education will:-

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development**
- *C of E church schools may add "Ensure that our Religious Education helps to develop religiously literate pupils as per the 2018 SIAMS inspection framework.*

Discovery RE Content

Discovery RE covers all areas of RE for the primary phase, Christianity plus one other religion is taught in each year group. The grid below shows specific enquiries for each year group.

Foundation Stage 1/2:

| Discovery Enquiry | Religions studied: |
|---------------------------------|----------------------------------------|
| What makes people special? | Christianity, Judaism |
| What is Christmas | Christianity |
| How do people celebrate? | Islam/Judaism |
| What is Easter? | Christianity |
| What can we learn from stories? | Christianity, Islam, Hinduism, Sikhism |
| What makes people special? | Christianity, Islam, Judaism. |

Year 1:

| Discovery Enquiry | Religions studied: |
|-----------------------------------------------------------------------------------------------------------|---------------------------|
| Does God want Christians to look after the world? | Christianity |
| What gift might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? | Christianity |
| Was it always easy for Jesus to show friendship? | Christianity |
| Why was Jesus welcomed like a king or celebrity on Palm Sunday? | Christianity |
| Is Shabbat important to Jewish children? | Judaism |
| Are Rosh Hashanah and Yom Kippur important to Jewish children? | Judaism |

In line with the SACRE expectations, the Year 1 Summer Term will change to:

| | |
|------------------------------------------------------------|---------|
| Do Sikhs think it is important to share? | Sikhism |
| What is the best way for a Sikh to show commitment to God? | Sikhism |

Year 2:

| Discovery Enquiry | Religions studied |
|---------------------------------------------------------------------------------------|--------------------------|
| Is it possible to be kind to everyone all of the time? | Christianity |
| Why do Christians believe God gave Jesus to the world? | Christianity |
| Does praying at regular intervals every day help a Muslim in his/her everyday life? | Islam |
| How important is it to Christians that Jesus came back to life after His crucifixion? | Christianity |
| Does going to a Mosque gives Muslims a sense of belonging? | Islam |
| Does completing Hajj make a person a better Muslim? | Islam |

Year 3:

| Discovery Enquiry | Religions Studied |
|------------------------------------------------------------------------------------------------------|--------------------------|
| Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? | Hinduism |
| Has Christmas lost its true meaning? | Christianity |
| Could Jesus really heal people? Were these miracles or is there some other explanation? | Christianity |
| What is "good" about Good Friday? | Christianity |
| How can Brahman be everywhere and in everything? | Hinduism |
| Would visiting the River Ganges feel special to a non-Hindu? | Hinduism |

Year 4:

| Discovery Enquiry | Religions studied |
|-------------------------------------------------------------------------------|--------------------------|
| How special relationship is the relationship Jews have with God? | Judaism |
| What is the most significant part of the nativity story for Christians today? | Christianity |
| How important is it for Jewish people to do what God asks them to do? | Judaism |
| Is forgiveness always possible for Christians? | Christianity |
| What is the best way for a Jew to show commitment to God? | Judaism |
| Do people need to go to church to show they are Christians? | Christianity |

Year 5:

| Discovery Enquiry | Religions studied |
|--------------------------------------------------------------------------|--------------------------|
| How far would a Sikh go for his/her religion? | Sikhism |
| Is the Christmas story true? | Christianity |
| Are Sikh stories important today? | Sikhism |
| How significant is it for Christians to believe God intend Jesus to die? | Christianity |
| What is the best way for a Sikh to show commitment to God? | Sikhism |
| What is the best way for Christian to show commitment to God? | Christianity |

Year 6:

| Discovery Enquiry | Religions studied |
|------------------------------------------------------------------------------------------|--------------------------|
| What is the best way for a Muslim to show commitment to God? | Islam |
| How significant is it that Mary is Jesus' mother? | Christianity |
| Is anything ever eternal? | Christianity |
| Is Christianity still a strong religion 2000 years after Jesus was on Earth? | Christianity |
| Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit) | Islam |

How is RE organised in this school?

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

RE will be taught 1 lesson per week.**Differentiation/SEN**

Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in KS1 and 2, each enquiry has exemplars for those children working towards the learning objective, at the expected level for this age group and those working beyond the expected level of achievement.

Assessment

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it. Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.

- evaluation/critical thinking in relation to the enquiry question

These are tracked throughout the planning stage so that teachers can utilise the appropriate evidence accordingly. In line with non-statutory guidance issued by the RE Council in 2013 (cited on page 1) descriptors of these aspects utilise age-related expectations of working towards, working at the expected attainment and working beyond.

Recording and tracking progress

To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry on which to record the progress of the whole class. We have the learning objectives loaded into our tracking system. Teachers will update the tracking system half-termly to assess if the children are working towards, working at the expected attainment and working beyond.

Monitoring and evaluation

The RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

External contributors

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. The British Values agenda is intrinsic to Discovery RE and a map of coverage is available on request.

External contributors from the community, e.g. local clergy, local members/speakers from other religions etc. make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each others' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the RE programme. Parents and carers are/will be given the opportunity to find out about and discuss RE through:

- * Response to RE comments on reports
- * Curriculum newsletters
- * Displays
- * (Where RE is integrated- topic based homework as appropriate).

Withdrawal from RE lessons

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and *where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.* Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is **our duty** to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

Links to other policies and curriculum areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- *Collective Worship where appropriate (probably NOT church schools).*
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- *SMSC Policy*
- *British Values*
- *Prevent Strategy*

Training and support for staff

All staff benefit from training in order to enhance their RE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding RE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Appendix 1:

Overview Years F1/2 to Year 6

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| F1/2 | Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism | Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity | Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism | Theme: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity | Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism | Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism |

| | | | | | | |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity | Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity | Theme: Jesus as a friend Concept: Incarnation 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: Sharing and Community Key Question: Do Sikhs think it is important to share? Religion: Sikhism | *Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|

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?

| | | | | | | |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity | Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity | Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism | 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: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism | Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism |
| | | | 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 | Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam |

Overview Years F1/2 to Year 6



3

Theme:
Diwali

Key Question:

Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?

Religion: Hinduism

Theme:

The Amrit Ceremony and the Khalsa

Key Question:

Does joining the Khalsa make a person a better Sikh?

Religion: Sikhism

Theme:
Christmas

Concept: Incarnation

Key Question:

Has Christmas lost its true meaning?

Religion: Christianity

Theme:
Jesus' Miracles

Concept: Incarnation

Key Question:

Could Jesus heal people? Were these miracles or is there some other explanation?

Religion: Christianity

Theme:
Easter - Forgiveness

Concept: Salvation

Key Question:

What is 'good' about Good Friday?

Religion: Christianity

***Theme:**
Hindu Beliefs

Key Question:

How can Brahman be everywhere and in everything?

Religion: Hinduism

Theme:

Sharing and Community

Key Question:

Do Sikhs think it is important to share?

Religion: Sikhism

***Theme:**
Pilgrimage to the River Ganges

Key Question:

Would visiting the River Ganges feel special to a non-Hindu?

Religion: Hinduism

Theme:

Prayer and Worship

Key Question:

What is the best way for a Sikh to show commitment to God?

Religion: Sikhism

4

Theme:
Beliefs and Practices

Key Question:

How special is the relationship Jews have with God?

Religion: Judaism

Theme:

Buddha's teachings

Key Question:

Is it possible for everyone to be happy?

Religion: Buddhism

Theme:
Christmas

Concept: Incarnation

Key Question:

What is the most significant part of the nativity story for Christians today?

Religion: Christianity

Theme:
Passover

Key Question:

How important is it for Jewish people to do what God asks them to do?

Religion: Judaism

Theme:

The 8-fold path

Key Question:

Can the Buddha's teachings make the world a better place?

Religion: Buddhism

Theme:
Easter

Concept: Salvation

Key Question:

Is forgiveness always possible for Christians?

Religion: Christianity

Theme:
Rites of Passage and good works

Key Question:

What is the best way for a Jew to show commitment to God?

Religion: Judaism

Theme:

The 8-fold path

Key Question:

What is the best way for a Buddhist to lead a good life?

Religion: Buddhism

Theme:
Prayer and Worship

Key Question:

Do people need to go to church to show they are Christians?

Religion: Christianity



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

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

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| 6 | Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam | Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity | Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity | Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity | Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam <i>NB: This enquiry is taught in 2 sections over the term</i> |
| | | Theme: Christmas 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?



Appendix 2:

How does Discovery RE support the promotion of British Values?

Specific links between British Values and Discovery RE by Key Stage:

Please note for “Rule of Law”, ticks have been added because even though Discovery RE does not teach UK law, it teaches children of the laws of that religion so that they understand what a law might be. As the whole point of any RE curriculum is to promote tolerance of those of different faiths and beliefs and mutual respect, these values are ticked throughout.

Foundation 1 and 2

Because this is a detailed scheme of work (medium term planning), not individual lesson plans, many of the values will be covered or not by the way the teacher/practitioner explains the concepts included and the language used. The ticks below represent the most likely/feasible connections that can be made although the teacher may well be able to make further connections to e.g. individual liberty and democracy by consciously deciding to include them.

| Discovery RE Enquiry | Religions studied: | British Values | | | | |
|---------------------------------|----------------------------------------------------------|----------------|------------------------|--------------------|----------------|----------------------------------------------------|
| | | Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
| What makes people special? | Christianity /Judaism | | ✓ (10 commandments) | ✓ | ✓ | ✓ |
| What is Christmas? | Christianity | | | | ✓ | ✓ |
| How do people celebrate? | Hinduism | | | ✓ | ✓ | ✓ |
| What is Easter? | Christianity | ✓ | ✓ | | ✓ | ✓ |
| What can we learn from stories? | Buddhism Christianity Sikhism Islam Hinduism | | | ✓ | ✓ | ✓ |
| What makes places special? | Christianity Islam Judaism | | | ✓ | ✓ | ✓ |

Keystage 1

| Discovery RE Enquiry | Religions studied: | British Values | | | | |
|------------------------------------------------------------------------------------------------------------|--------------------|----------------|----------------------------------------------------|--------------------|----------------|----------------------------------------------------|
| | | Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
| Year 1 | | | | | | |
| Does God want Christians to look after the world? | Christianity | | ✓ not to damage others' property /graffiti etc. | | ✓ | ✓ |
| What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? | Christianity | | | | ✓ | ✓ |

| | | | | | | |
|-------------------------------------------------------------------------------|--------------|---|------------------------------------------|---|---|---|
| Was it always easy for Jesus to show friendship? | Christianity | | | ✓ | ✓ | ✓ |
| Why was Jesus welcomed like a king or celebrity by the crowds on palm Sunday? | Christianity | ✓ | ✓ (Roman rule/ how to treat monarchy) | | ✓ | ✓ |
| Do Sikhs think it is important to share? | Sikhism | | ✓ | | ✓ | ✓ |
| What is the best way for a Sikh to show commitment to God? | Sikhism | | ✓ | | ✓ | ✓ |

| | | | | | | |
|---------------------------------------------------------------------------------------|--------------|-----------|------------------------------------------|--------------------|----------------|----------------------------------------------------|
| | | Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
| Year 2 | | | | | | |
| Is it possible to be kind to everyone all of the time? | Christianity | | | ✓ | ✓ | ✓ |
| Why do Christians believe God gave Jesus to the world? | Christianity | | | | ✓ | ✓ |
| Does praying at regular intervals help a Muslim in his/ her everyday life? | Islam | | | | ✓ | ✓ |
| How important is it to Christians that Jesus came back to life after his crucifixion? | Christianity | | ✓ | | ✓ | ✓ |
| Does going to a Mosque gives Muslims a sense of belonging? | Islam | | ✓ (prayer in the Qur'an/pillar of Islam) | | ✓ | ✓ |
| Does completing Hajj make a person a better Muslim? | Islam | | ✓ (Hajj as a pillar of Islam) | | ✓ | ✓ |

Lower Key Stage 2 (3 & 4)

| Discovery RE Enquiry | Religions studied | British Values | | | | |
|------------------------------------------------------------------------------------------------------|-------------------|----------------|-------------|--------------------|----------------|----------------------------------------------------|
| | | Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
| Year 3 | | | | | | |
| Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? | Hinduism | | ✓ | ✓ | ✓ | ✓ |
| Has Christmas lost its true meaning? | Christianity | | | | ✓ | ✓ |
| Could Jesus heal people? Were these miracles or is there some other explanation? | Christianity | | | | ✓ | ✓ |
| What is 'good' about Good Friday? | Christianity | | | | ✓ | ✓ |
| How can Brahman be everywhere and in everything? | Hinduism | | | | ✓ | ✓ |

| | | | | | | |
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| Would visiting the River Ganges feel special to a non-Hindu? | Hinduism | | | | ✓ | ✓ |
|--------------------------------------------------------------|----------|--|--|--|---|---|

Upper Key Stage 2 (5 & 6)

| | | Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
|-------------------------------------------------------------------------------|---------------------------|-----------------------|-------------------------------|-------------------------------------|----------------|----------------------------------------------------|
| Year 4 | | | | | | |
| How special is the relationship Jews have with God? | Judaism | | ✓ (The Covenant/ Torah) | ✓ | ✓ | ✓ |
| What is the most significant part of the nativity story for Christians today? | Christianity | | | | ✓ | ✓ |
| How important is it for Jewish people to do what God asks them to do? | Judaism | | ✓ (kashrut/ UNCRC) | ✓ | ✓ | ✓ |
| Is forgiveness always possible for Christians? | Christianity | | ✓ | ✓ (Jesus willingly gave his up) | ✓ | ✓ |
| What is the best way for a Jew to show commitment to God? | Judaism | | ✓ (The Covenant/ Torah) | ✓ | ✓ | ✓ |
| Do people need to go to church to show they are Christians? | Christianity | | | ✓ | ✓ | ✓ |
| Discovery RE Enquiry | Religions studied: | British Values | | | | |
| | | Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
| Year 5 | | | | | | |
| How far would a Sikh go for his/her religion? | Sikhism | | ✓ (Vedas) | ✓ (how much does a Sikh give up) | ✓ | ✓ |
| Is the Christmas story true? | Christianity | | | | ✓ | ✓ |
| Are Sikh stories important today? | Sikhism | | ✓ (Guru Granth Sahib) | | ✓ | ✓ |
| How significant is it for Christians to believe God intended Jesus to die? | Christianity | | | | ✓ | ✓ |
| What is the best way for a Sikh to show commitment to God? | Sikhism | | ✓ (Guru Granth Sahib) | | ✓ | ✓ |

| | | | | | | |
|-----------------------------------------------------------------|--------------|--|------------------------|------------------------------|---|---|
| What is the best way for a Christian to show commitment to God? | Christianity | | ✓ (10 commandments) | ✓ e.g. Martin Luther King | ✓ | ✓ |
|-----------------------------------------------------------------|--------------|--|------------------------|------------------------------|---|---|

| Discovery RE Enquiry | Religions studied: | British Values | | | | |
|---------------------------------------------------------------------------------------|--------------------|--------------------------------------------------|------------------|--------------------|----------------|----------------------------------------------------|
| | | Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
| Year 6 | | | | | | |
| | | Democracy | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of those of different faiths and beliefs |
| What is the best way for a Muslim to show commitment to God? | Islam | | ✓ (5 pillars) | ✓ | ✓ | ✓ |
| How significant is it that Mary was Jesus' mother? | Christianity | ✓ | | ✓ (her choice) | ✓ | ✓ |
| Is anything ever eternal? | Christianity | | | | ✓ | ✓ |
| Is Christianity still a strong religion 2000 years after Jesus was on Earth? | Christianity | ✓ | ✓ | ✓ | ✓ | ✓ |
| Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit) | Islam | ✓ (respecting law and leading peaceful lives) | ✓ (Qur'an) | ✓ | ✓ | ✓ |