Curriculum mapping document – How our Discovery RE scheme meets the requirements of the SAS

DRE – Discovery RE SAS – Shropshire Agreed Syllabus

Progression in knowledge for pupils in LKS2 (Year 3 & Year 4)	**Disciplinary Knowledge** Personal resonance with or reflection on: The concept/belief underlying the subject matter of the enquiry. Child's own thoughts, opinions, belief, empathy.	**Substantive Knowledge** Knowledge and understanding of the subject matter of that enquiry (subject knowledge).	**Disciplinary Knowledge** Skills of evaluation and critical thinking in relation to the big enquiry question.
	To talk about the concept/belief e.g belonging and start to relate this to the people being studied e.g Jews. To express own opinions and start to support them with rationale.	To recall facts about the religions studied, select the facts that are the most significant to the enquiry and start to explain their relevance/importance.	To apply my knowledge to the enquiry question and give an answer supported by one or more facts.

	Autumn 1	**2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Y3	**Theme:** Divali **DRE Key Question:** Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? **Religion:** Hinduism **Links to SAS:** L2.8 What does it mean to be Hindu in Britain today?	**Theme:** Christmas **DRE Key Question:** Has Christmas lost its true meaning? **Religion:** Christianity **Links to SAS:** L2.4 What kind of world did Jesus want?	**Theme:** Jesus' Miracles **DRE Key Question:** Could Jesus really heal people? Were these miracles or is there some other explanation? **Religion:** Christianity **Links to SAS:** U2.5 What do Christians believe Jesus did to 'save' people?	**Theme:** Easter - Forgiveness **DRE Key Question:** What is 'good' about Good Friday? **Religion:** Christianity **Links to SAS:** L2.5 Why do Christians call the day Jesus died 'Good Friday'?	**Religion:** Hinduism **Theme:** Hindu Gods and beliefs **DRE Key question:** How can Brahman be everywhere and in everything? **Links to SAS:** L2.7 What do Hindus believe God is like?	**Theme:** Pilgrimage to the River Ganges **DRE Key Question:** Would visiting the River Ganges feel special to a non-Hindu? **Religion:** Hinduism **Links to SAS:** L2.11 How and why do people mark the significant events of life? Christians, Hindus, Muslims, nonreligious
Y4	**Religion:** Judaism	**Religion:** Christianity	**Religion:** Judaism	**Religion:** Christianity	**Religion:** Judaism	**Religion:** Christianity

	Theme: Beliefs and practices **DRE Key question:** How special is the relationship that Jews have with God? **Links to SAS:** U2.9 Why is the Torah so important to Jewish people?	**Theme:** Christmas **DRE Key Question:** What is the most significant part of the nativity story for Christians today? **Links to SAS:** U2.3 Why do Christians believe Jesus was the Messiah?	**Theme:** Passover **DRE Key question:** How important is it for Jewish people to do what God asks of them? **Links to SAS:** L2.10 How do festivals and family life show what matters to Jewish people?	**Theme:** Easter **DRE Key Question:** Is forgiveness always possible? **Links to SAS:** L2.12 How and why do people try to make the world a better place? Christians, Muslims, non-religious U2.4 How do Christians decide how to live? 'What would Jesus do'	Theme: Rites of passage and good words **DRE Key question:** What is the best way for Jews to show commitment to God? **Links to SAS:** L2.2 What is it like for someone to follow God?	**Theme:** Prayer and Worship **DRE Key Question:** Do people need to go to church to show they are Christians? **Links to SAS:** L2.1 What do Christians learn from the Creation story?

Progression in knowledge for pupils in UKS2 (Year 5 & Year 6)	**Disciplinary Knowledge** Personal resonance with or reflection on: The concept/belief underlying the subject matter of the enquiry. Child's own thoughts, opinions, belief, empathy.	**Substantive Knowledge** Knowledge and understanding of the subject matter of that enquiry (subject knowledge).	**Disciplinary Knowledge** Skills of evaluation and critical thinking in relation to the big enquiry question.
	To explain how the concept/belief e.g. forgiveness resonates in own life and can also see this might be different for other people because of their religion/beliefs.	To recall facts about the religions and explain differences in practice and interpretation within and between religions/ belief systems.	To weigh up evidence and different arguments/ aspects relevant to the enquiry question and express own answers, supported with evidence/rationale.

Y5	**Religion:** Sikhism **Theme:** Symbols and Commitment **DRE Key Question:** How far would a Sikh	**Religion:** Christianity **Theme:** Christmas **DRE Key Question:** Is the Christmas story true?	**Religion:** Sikhism **Theme:** Sacred texts **DRE Key Question:** Are Sikh stories important today?	**Religion:** Christianity **Theme:** Easter **DRE Key Question:** Did God intend Jesus to be crucified?	**Religion:** Sikhism **Theme:** Prayer and worship **Key question:** What is the best way for a	**Religion:** Christianity **Theme:** Beliefs and Practices **DRE Key Question:**

	go for his/her religion? **Links to SAS:** U2.10 What matters most to Humanists, Christians? Christians and nonreligious, with opportunities to include other faiths studied L2.2 What is it like for someone to follow God?	**Links to SAS:** U2.2 Creation and science: conflicting or complementary? U2.3 Why do Christians believe Jesus was the Messiah?	**Links to SAS:** U2.10 What matters most to Humanists, Christians? Christians and nonreligious, with opportunities to include other faiths studied L2.2 What is it like for someone to follow God?	**Links to SAS:** U2.5 What do Christians believe Jesus did to 'save people'?	Sikh to show commitment to God? **Links to SAS:** U2.10 What matters most to Humanists, Christians? Christians and nonreligious, with opportunities to include **other faiths studied** L2.2 What is it like for someone to follow God?	What is the best way for a Christian to show commitment to God? **Links to SAS:** L2.6 For Christians, what was the impact of Pentecost?
Y6	**Religion:** Islam **Theme:** Beliefs and Practices **DRE Key Question:** What is the best way for a Muslim to show commitment to God? **Links to SAS:** U2.8 What does it mean to be a Muslim in Britain today? L2.9 How do festivals and worship show what matters to Muslims?	**Religion:** Christianity **Theme:** Christmas **DRE Key Question:** How significant is it that Mary was Jesus' mother? **Links to SAS:** U2.3 Why do Christians believe Jesus was the Messiah? L2.3 What is the trinity and why is it important for Christians?	**Religion:** Christianity **Theme:** Belief and Meaning **DRE Key Question:** Is anything ever eternal? **Links to SAS:** U2.11 Why do some people believe in God and some people not? Christians, non-religious U2.6 For Christians, what kind of king is Jesus?	**Religion:** Christianity **Theme:** Easter **DRE Key Question:** Is Christianity still a strong religion 2000 years after Jesus was on Earth? **Links to SAS:** U2.10 What matters most to humanists, Christians?	**Religion:** Islam **Theme:** Beliefs and moral values **Key question**: Does belief in Akhirah (life after death) help Muslims lead good lives? **Links to SAS:** U2.12 How does faith help people when life gets hard? **Christians, Muslim**s and/or Jews and/or Hindus, **nonreligious**	

Whole school religious, non-religious or cultural opportunities through assembly/other		**Diwali assembly** **Harvest Festival Assembly** **October – Black History Month (Assembly**	**Guy Fawkes/Bonfire Night/ Yom Kipper/ Diwali Assembly** **Armistice Day assembly + 2 minute silence** **Christmas around the world and comparing traditions – assembly .** **Chanukah assembly**	**New year assembly– comparing Muslim New year (30th July and Hindu/Sikh new year 14th April)** **Chinese New Year Assembly** **LGBT+ history month (February) – Assembly in classes.** **Darwin Day 17.02.22 – whole school celebration day**	**St. George's Day assembly** **Shrove Tuesday & Mardi Gras assembly** **Hindu festival – Holi. Assembly** **– start of Ramadan – class assembly** **Hindu and Sikh New Year**	**Eid class assembly**
Whole school use of cultural texts Theme – celebrations and traditions of other cultures/ religions Other supplementary texts used which form cultural / religious awareness	Y3	**Stone Age Boy (Stone Age Britain)**		**A Pen Pal for Max (Chile)** or **Mariana Merchild** (Chile)		**Fly, Eagle, Fly!** By Christopher Gregorowski (South Africa)
	Y4	**Yafa and Fatima: Shalom, Salaam** (Links to Judaism in RE)		**The boy in the back of the class** by Onjali Q.Rauf (Refugee in England)		**The Explorer** by Katherine Rundell (Amazon Rainforests)
	Y5	**Babushka: A Christmas Tale**, Dawn Casey (Russia)		**Under the Moon and Over the Sea** (Caribbean Poems)		**Orange's in No Man's Land** (Links with migration, Lebanese history)
	Y6	**Once Upon Time in Japan** (Links with Japan in Kensuke's Kingdom) **The Sound of Silence (Japan)** **(PSHE AUTUMN 2 - The Journey – Refugee's tale, 'Refuge' by Anne Boothe**		**Journey to Jo'burg,** Beverley Naidoo **(South Africa)** **Author Focus – Malorie Blackman (Celebrating Diversity)**		**Wild Papa Woods**, Patrice Lawrence (Africa)