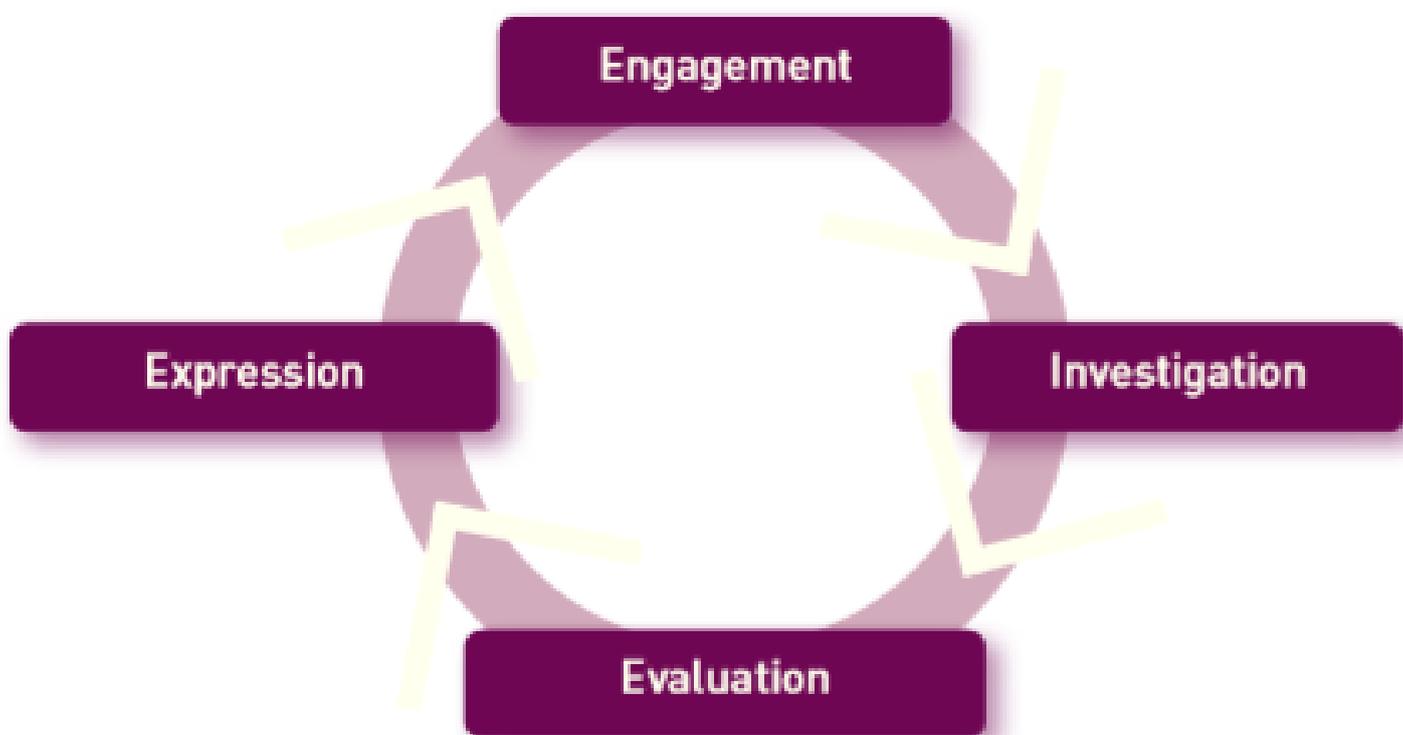


Discovery RE: rationale



The Discovery RE Curriculum:

The Discovery RE Curriculum is an enquiry-based approach to RE and has three main strands which run through the entire scheme of work. These are:

- A. Investigate the beliefs and practices of religions and other world views;
- B. Investigate how religions and other world views address questions of meaning, purpose and value; and
- C. Investigate how religions and other world views influence morality, identity and diversity.

Additionally, there are three *aspects* to pupils' learning which permeate the scheme:

- **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).**

By using an enquiry-based model for RE, 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.

The 4-step enquiry process:

The **key question** for the enquiry is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

Step 1: Engagement

The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not e.g. a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' is 'commitment', so lesson 1 aims to help all children resonate with the experience of 'commitment' in their own lives. If they can relate to this human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the **BRIDGE** into the world of religion (which may be very much outside of their experience).

Step 2: Investigation

The teacher guides the children through the enquiry over several lessons, children gaining subject knowledge carefully selected to assist their thinking about the key question.

Step 3: Evaluation

This lesson draws together the children's learning and their conclusions about the key question of that enquiry.

Step 4: Expression

Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs.