

| | | |
|---|--|--|
| RE (Discovery RE and Understanding Christianity) | A1 - Christianity - What did Jesus teach? A2 - Understanding Christianity - Gospel Sp1 - Islam - Prayer at home Sp2 - Understanding Christianity - God Su 1 - Islam - Community and belonging Su 2 - Islam - Hajj | <ul style="list-style-type: none"> • Is it possible to be kind to everyone all of the time? • What is the good news that Jesus brings? • Does praying at regular intervals every day help a Muslim in his/her everyday life? • What do Christians believe God is like? • Does going to the mosque give Muslims a sense of belonging? • Does completing Hajj make a person a better Muslim? |
|---|--|--|



Discovery RE and Understanding Christianity: can they be used together?



What do they share in common?

- Both resources seek to provide teachers with practical tools to use in the classroom to improve the quality of RE.
- Both resources use an enquiry method and key questions.
- Both resources can be used in all school sectors

How do they differ?

- Discovery RE covers the 6 principal world religions while Understanding Christianity seeks to cover only Christianity
- Discovery RE is based on a 4 step enquiry model: Understanding Christianity on a 3 step enquiry model that flows between Text: Impact: Connections
- Understanding Christianity delivers progression through exploring core Christian concepts while Discovery RE explores core concepts and beliefs through key questions.

So how do their approaches match up?

|  |  |
|---|--|
| Engagement Explore the core concept/underpinning experience within the child's own world | 'You might like to start with' A bridge between pupils' experience and wider concepts and questions explore in biblical texts. |
| Investigation Step into the world of religion and learn about it and the application of beliefs | Making sense of text/Understanding the impact; An exploration of the ways in which Christian engage with religious text and how they live in the light of these texts |
| Evaluation (impersonal) Apply critical and evaluative thinking skills to the key question and weigh up evidence | Outcomes and Building blocks Assessment is organised around core knowledge and building toward end of phase outcomes |
| Expression (Personal) Express personal impact and opinions | Making connections to make connections beyond the concepts with other learning, including pupils' own responses. To challenge the ideas studied and pupils' own thinking |