



## Intent

At The Globe Primary Academy, 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.

## Implementation

Discovery RE advocates an enquiry model (recommended by Ofsted in "Religious education: realising the potential", 2013) with a 4-step approach as the basis for implementation. Every unit (enquiry) is based around a key question. The key question for the enquiry is such that it demands an answer that weighs up 'evidence' (subject knowledge) 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.

The children start from their own experience to ensure understanding of the concept being studied then move into investigating that concept in depth from the point of view of the chosen religion.

This continues over a series of lessons of investigation and discussion throughout Step 2, which embeds subject knowledge. These lessons not only support the children with embedding their RE knowledge, but also contribute to their oracy and critical thinking skills. Exposure to and analysis of religious texts can also enhance their reading, comprehension and inference skills.

In Step 3, children complete an assessment activity to evaluate the question again considering their new knowledge and have further opportunities to embed their own reflections on the learning in Step 4.

This enquiry model also includes visits to places of worship, handling artefacts and receiving visitors.

## Impact

Assessment in Discovery RE is both formative and summative. Clear over-arching learning objectives and the key-coloured boxes within the planning allow the teacher to be mindful of the assessment elements within that step that can formatively help them pitch and plan subsequent lessons.