

Oaklands Junior School Curriculum Intent



Taken from Page 6 of Discovery RE's
planning documents see below

RE

Subject Knowledge and understanding

Discovery RE blue descriptors

Know, learn, explore, describe, explain, understand, recall,

Ways of Knowing

Discovery RE Red descriptors

Question, enquire, think, reflect, justify, discuss, communicate, enjoy, wonder, debate

Personal Knowledge

Discovery RE Green descriptors

Evaluate, think, reflect, wonder, interpret, enjoy, challenge, communicate, aware

Yr2

I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary, and start to explain the significance and meaning of the facts, practices etc

Yr4

I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.

Yr6

I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.

Yr2

I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer

Yr4

I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.

Yr6

I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.

Yr2

I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or express my own thoughts

Yr4

I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale.

Yr6

I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs I can express my own thoughts etc having reflected on them in relation to other people's

End of Key Stage Colour-coded descriptors in Discovery RE

<p>“WORKING AT” expectation.</p> <p>Most children are expected to reach these expectations.</p>	<p>GREEN DESCRIPTORS</p> <p>Personal resonance with or reflection on</p> <p>The concept / belief underlying the subject matter of the enquiry</p> <p>Child’s own thoughts, opinions, belief, empathy.</p>	<p>BLUE DESCRIPTORS</p> <p>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)</p>	<p>RED DESCRIPTORS</p> <p>Skills of evaluation and critical thinking in relation to the big enquiry question</p>
<p>End of Key Stage 1 (Year 2, Age 7, ‘old’ Level 2)</p>	<p>I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world</p> <p>I can verbalise and / or express my own thoughts</p>	<p>I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.</p>	<p>I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.</p>
<p>End of LOWER key Stage 2 (Year 4, Age 9, ‘old’ Level 3)</p>	<p>I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews.</p> <p>I can express my own opinions and start to support them with rationale.</p>	<p>I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.</p>	<p>I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.</p>
<p>End of Key Stage 2 (Year 6, Age 11, ‘old’ Level 4)</p>	<p>I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs</p> <p>I can express my own thoughts etc having reflected on them in relation to other people’s.</p>	<p>I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.</p>	<p>I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.</p>