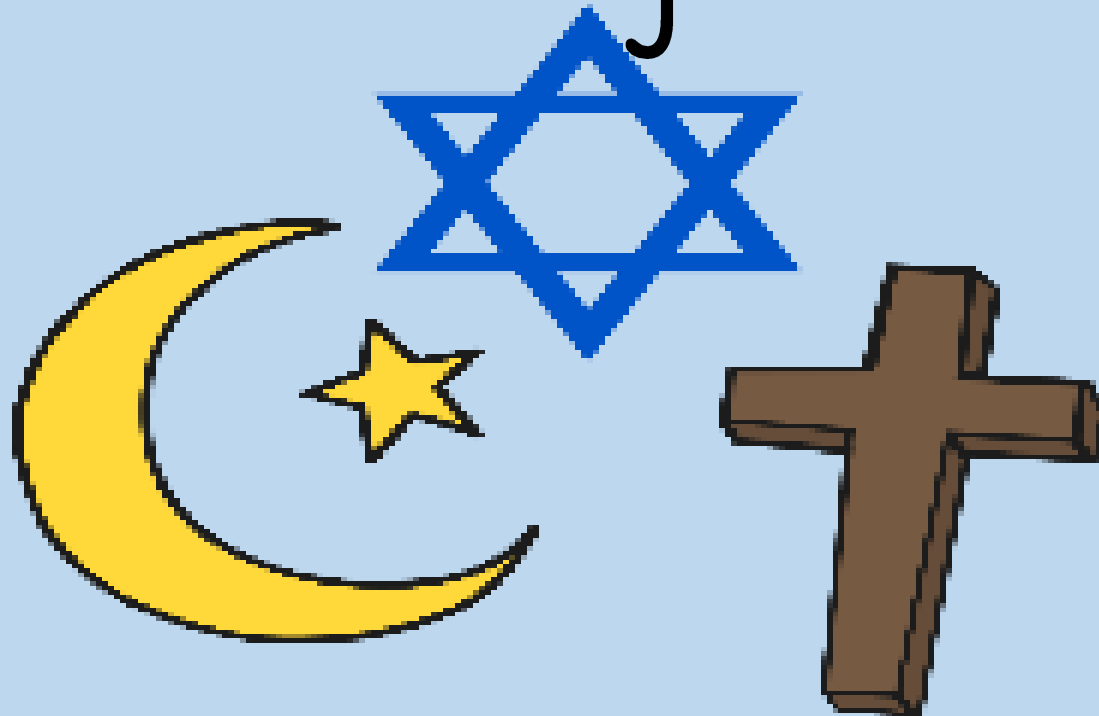


R.E. Religious Education At Calmore Infant School



R.E. Leader : Ruth Goodey
R.E. Governor : John Bucci



Living Difference IV

**The Agreed Syllabus for Hampshire, the
Isle of Wight, Portsmouth and Southampton
November 2021**

- Living Difference IV is the updated Agreed Syllabus for all Hampshire, the Isle of Wight, Portsmouth, Southampton schools. The original Living Difference, first launched in September 2004, was the first syllabus in England and Wales to propose a specific methodology for teaching and learning in religious education, and was revised in 2011.
- Living Difference IV is more than just a teaching syllabus – it offers an emphasis on the process of teaching and learning based on enquiry into concepts, and on the importance of pupils developing and expressing their own beliefs and values. Teachers plan lessons with a process to guide them, and pupils have the opportunity to respond with their own thoughts, opinions and experiences

Religious Education at Calmore Infant School

Every state-funded school must offer a curriculum which is balanced and broadly based, and which

- promotes the spiritual, moral, cultural, mental and physical development of pupils; and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Intent

At Calmore Infant school Religious Education is taught to all children except for those withdrawn at the wish of their parents. Our planning follows the Hampshire County Council agreed syllabus [Living Difference IV](#). During their time at Calmore, children explore Christianity and Judaism. They learn about different beliefs about God, and the world around them. They encounter and respond to a range of stories, artefacts and other religious material relevant to both these religions. Throughout school, children learn that beliefs are expressed in different ways by different people. They get the chance to understand the importance and value of religious belief, especially for other children and their families. Children get the chance to talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging. It is our **intent** for the Religious Education element of our school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. We want them to know how religious education enables pupils to combat prejudice, preparing them for life-long learning.

Implementation

At Calmore Infant school we **implement** the RE curriculum by following The Living Difference IV. Our planning and our schemes of work reflect this for each Key Stage. The children learn through communicating, applying, inquiring, contextualizing and evaluating their thoughts in group work and class discussions.

RE is taught in discrete blocked lessons at the end of each half term. These are separate to our term topic work, but allows for links to be made with specific festivals and times of the year. We record Pupil Voice in our class floor books to show the journey and understanding from the child's point of view. This allows the children to become fully immersed in RE, which is taught through concepts and allows time for the children to deepen their understanding.

Each unit of work identifies prior learning, allowing for progression throughout the school, with a focus on Christian and Judaism traditions. The children re-visit the floor books and this moves up with the year group so they always have access to their previous learning.

We value the religious background of all members of the school and wider community and encourage children to share their own experiences freely. All religions and their communities are treated with respect and sensitivity and we value the links, which can be made between home, school, and a faith community. It is also part of our British Values which is implemented within the school as a whole.

We believe that RE makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion and we are proud to have close links with Testwood Baptist Church and St. Anne's, Calmore and new relationships with St. Win's in Tolton.



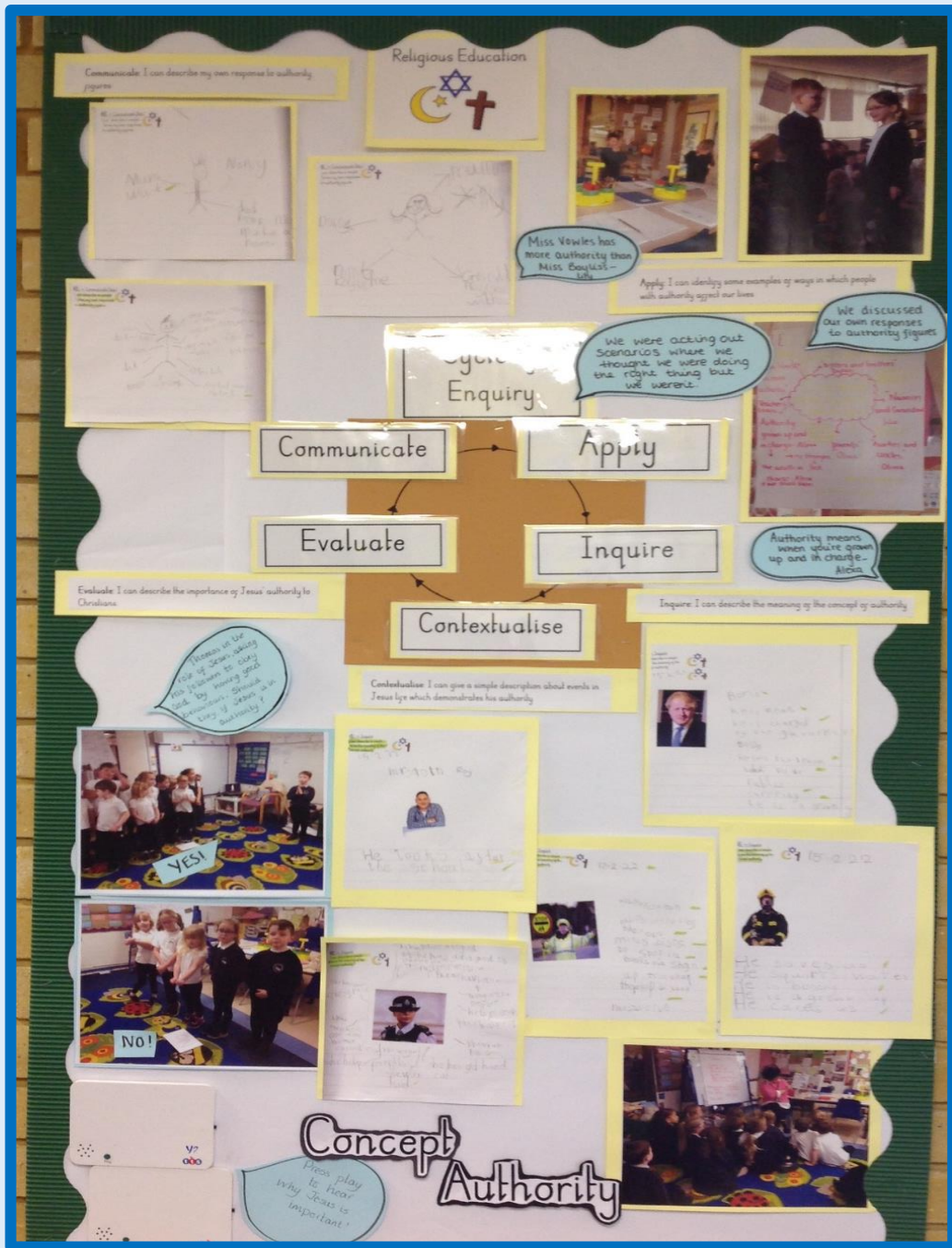
Testwood Baptist
Church



St. Anne's, Calmore



St. Win's. Tolton

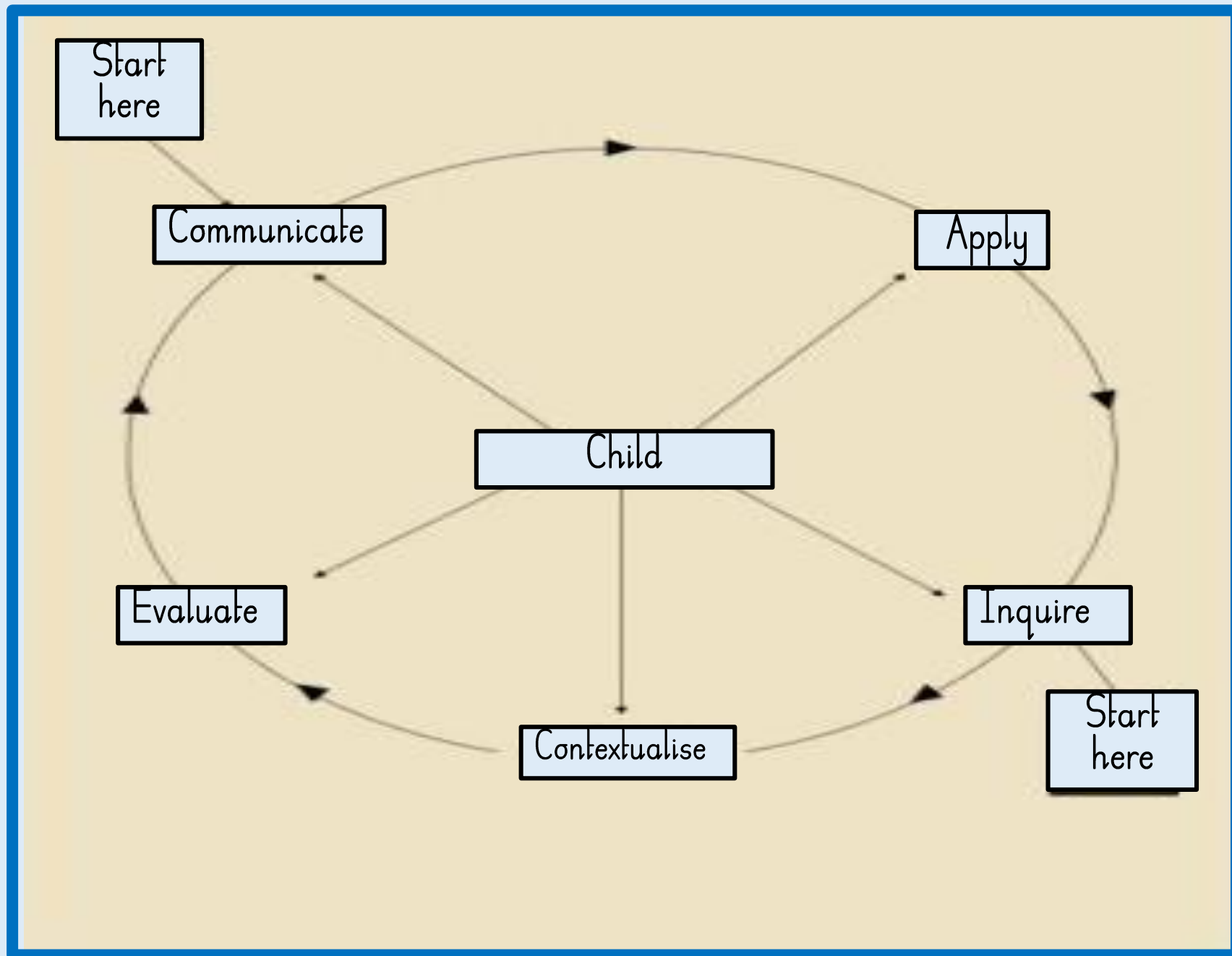


An example of one of our R.E. displays, showing the cycle of enquiry, the learning objectives of each step, pupil voice, photographs and individual work.

Religious Education Long Term Plan 2021-2022

Our Religious Education long term plan is set out in the table below. It shows the concepts and topics that our children learn about in each term.

	Year R	Year 1	Year 2
Autumn 1		<i>Thanking</i> Harvest and Sukkot Sukkot -9/10/22-16/10/22	<i>Thankfulness</i> Harvest
Autumn 2	<i>Celebration</i> Jesus' Birthday	<i>Journey's End</i> The Nativity	<i>Advent and Hanukkah</i> Light as a symbol Hanukkah -18/12/22 - 26/12/22
Spring 1	<i>Storytelling</i> Jesus the Storyteller	<i>Authority</i> Key events in the life of Jesus	<i>God</i> Stories about god
Spring 2	<i>Celebration</i> New life at Easter Easter Sunday 17/4/22	<i>Welcoming</i> Easter Palm Sunday - 10/4/22	<i>Sad and Happy</i> Easter Easter Sunday - 17/4/22
Summer 1	<i>Specialness</i> Special clothes	<i>Remembering</i> Passover 15/04/22-23/04/22	<i>Story</i> Stories from the 6 major religions
Summer 2	<i>Remembering</i> Shabbat	<i>Specialness</i> Special Places	<i>Change</i> People Jesus Met



How do we teach RE?

In RE we learn about

CONCEPTS



What's a
concept?





It's an idea.

Quite often you
can think about
it but you can't
touch it.

Or pick it up.



Love

change

Like....

faith

sacred

Peace

M
E
S
S
A
G
E
S

CREATION



Once we've chosen the
concept...



...we think about it
In different ways.



INQUIRE



What does it mean?

Does everyone agree?



CONTEXTUALISE

(The religious bit)



What do religious people make of it?

Can we find it in their stories?

In their pictures?

What do they say about it?



EVALUATE



Why is the concept important
to the religious people?
How do we feel about how
they feel?



it's ok to disagree...)

COMMUNICATE



What does it mean to you,
in your life?

How do you feel about it?

Can you express how you feel?



APPLY



What difference does it make
to you?

What difference does it make
to other people?

What if it didn't exist?





Teaching RE at the Foundation Stage

There is a legal requirement to teach RE to Reception class children within the Foundation Stage, according to the locally agreed syllabus *Living Difference IV* (Education Reform Act 1988). *Living Difference IV* ensures the statutory requirements for [Early Years Foundation Stage \(EYFS\) framework](#) (2021) are met.

RE curriculum planning for Reception year children in the Foundation Stage should ensure continuity and progression in children's learning towards and throughout KSI. Planning must ensure inclusion of **at least two units relating to a Christian context and two units which focus on the religion explored within KSI** at the school. It is recommended that 5 to 6 units of work are taught annually.

Legal and time requirements for RE

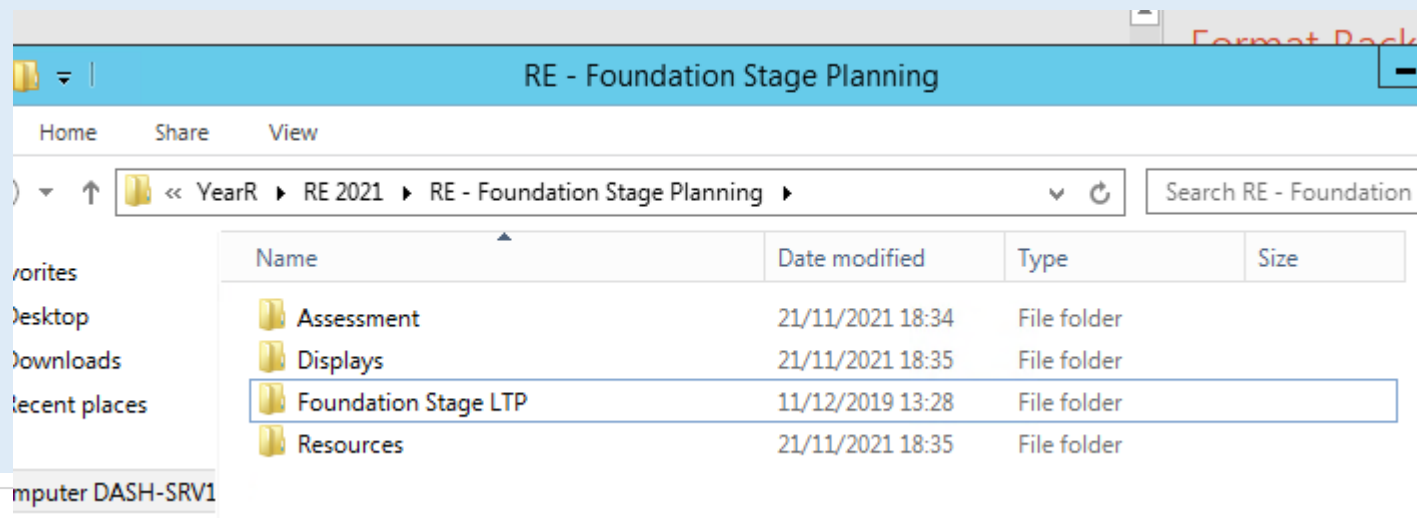
Time for RE

It is recommended that the following **minimum** hours should be devoted to RE and *Living Difference III* planning has been designed with these time recommendations in mind:

- Reception classes: approximately 36 hours per year
- Key Stage 1: 36 hours per year
- Key Stage 2: 45 hours per year

Please note that collective worship is not part of the taught day and **cannot** be considered as part of the recommended time for teaching RE.

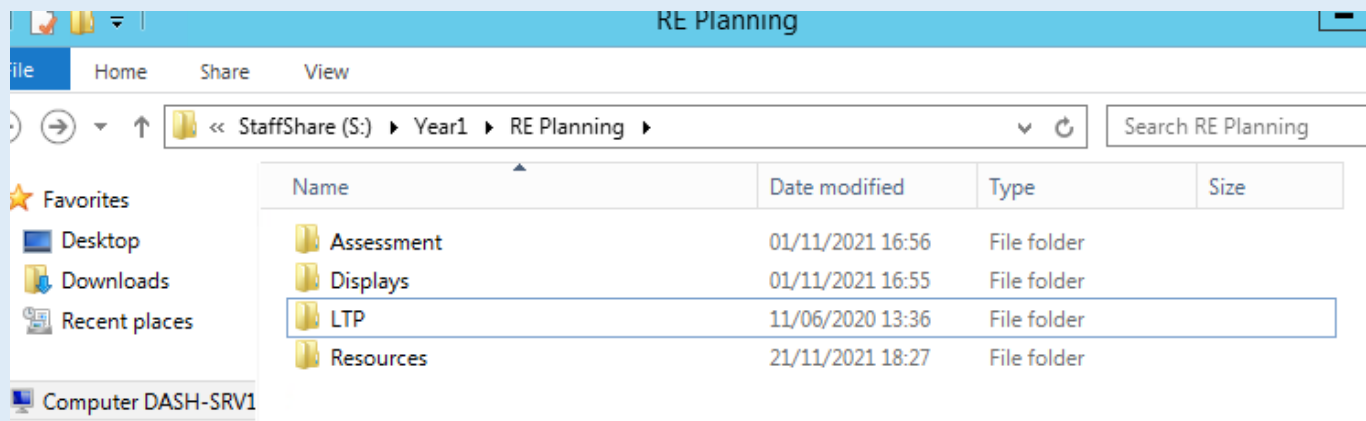
Year R



Assessment progression in R.E. for each year group Linked to LTP

Please see each year groups assessment and progression documents

Year Group R	Aut 2 Celebration	Spr 1 Storytelling -	Spr2 Celebrating New Life-	Sum1 Shabbat- Judaism Remembering	Sum 2 Special clothes- Special Judaism
Assessing one step per half term from the cycle of enquiry:	Communicate - I can begin to talk about my response to.....	Apply - I can begin to identify how people tell stories in their own lives.	Enquire - I can begin to identify and talk about the symbol of New Life	Contextualise - I can recognise how Christians see the church as a special place	Evaluate - I can begin to talk about why it is important to Jewish people and if it is important for me.



Year 1

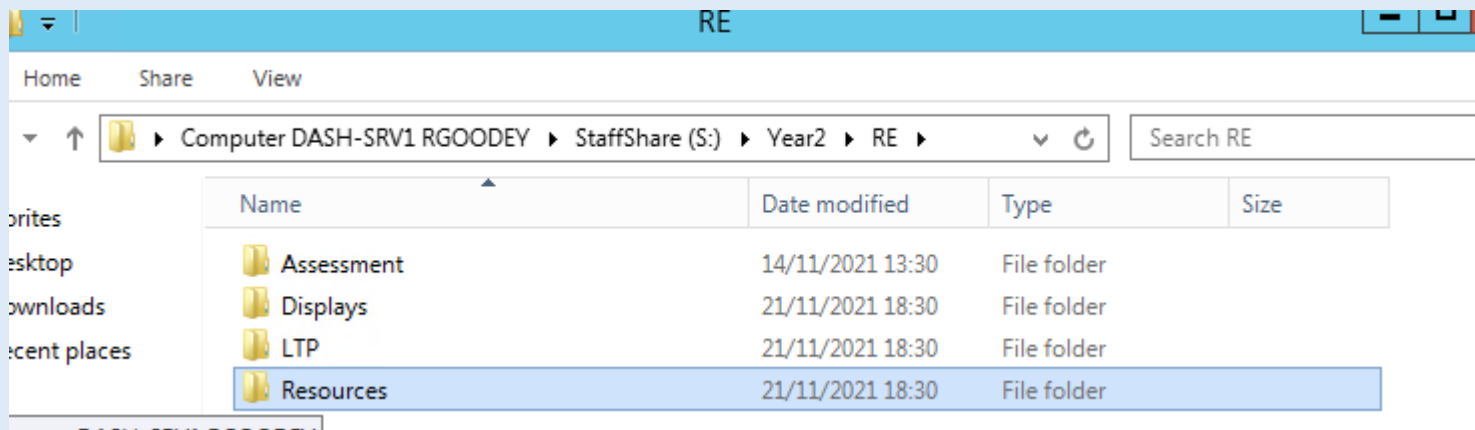
R.E. Age-Related expectations From Living difference III

Intended learning outcomes for Foundation Stage children are informed by and working towards the end of Year 1 age-related expectations which are below:

By the End of Year 1 Children should:

Communicate	Children can talk about their own responses to their experiences of the concepts explored.
Apply	They can identify how their responses relate to events in their own lives.
Enquire	They can identify and talk about key concepts explored that are common to all people (Group A concepts)
Contextualise	They can recognise that the concept is expressed in the way of life of the people studied.
Evaluate	They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.





Year 2

By the End of Year 2 Children should:

Communicate	Children can describe in simple terms their responses to their experiences of the concepts studied .
Apply	They can identify simple examples of how their responses relate to their own lives and those of others .
Enquire	They can describe in simple terms key concepts explored that are common to all people (Group A concepts) and identify and talk about concepts that are common to many religious (B concepts)
Contextualise	They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied .
Evaluate	They can evaluate human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others, recognise an issue raised.

The progression in ARE between Year 1 and 2 are highlighted. In year 1 the emphasis is on **talk, identification, recognition** and **exploration**.

In Year 2, this progresses **to describe, study** and **provide examples**.

Year Group 1	Aut 1 Sukkot - Thanking	Aut 2 Journeys End	Spr 1 Authority	Spr2 Welcoming	Sum1 Remembering	Sum 2 Special -places
Assessing one step per half term from the cycle of enquiry:	Communicate: I can talk about my response to thanking.	Apply: I can identify different journeys in my own life where the ends are important.	Enquire: I can identify and talk about Authority.	Contextualise: I can recognise welcoming in the Easter story.	Evaluate: I can simply describe the value/importance of remembering Passover for Jews	Contextualise: I can evaluate the importance of a special place to Jewish people and the importance of a special place.

Year Group 2	Aut 1 Special books - special	Aut 2 Advent and Hanukah	Spr 1 God	Spr2 Sad and Happy	Sum1 Story	Sum 2 People Jesus Met- Change
Assessing one step per half term from the cycle of enquiry:	Communicate: I can describe in simple terms their response to the concept of <i>specialness in relation to books</i>	Apply: - I can identify simple examples of candlelight as a symbol.	Enquire: I can describe remembering in simple terms.	Contextualise: I can simply describe how sadness and happiness are expressed in the Easter story for Christians.	Evaluate: I can describe in simple terms the value of story to religious people	Contextualise: I can recognise that Christians believe that Jesus changes some people's lives

Assessment grid



Year 2	Aut 1 Special books -special Communicate: I can describe in simple terms their response to the concept of <i>specialness in relation to books</i>
Working towards	
Greater Depth	

