

# Teaching RE at Peel Common Juniors

We follow the living difference IV agreed syllabus for Hampshire, Portsmouth, Southampton and the IOW.

At **Key Stage 1** children are required to study Christianity and one other religion.

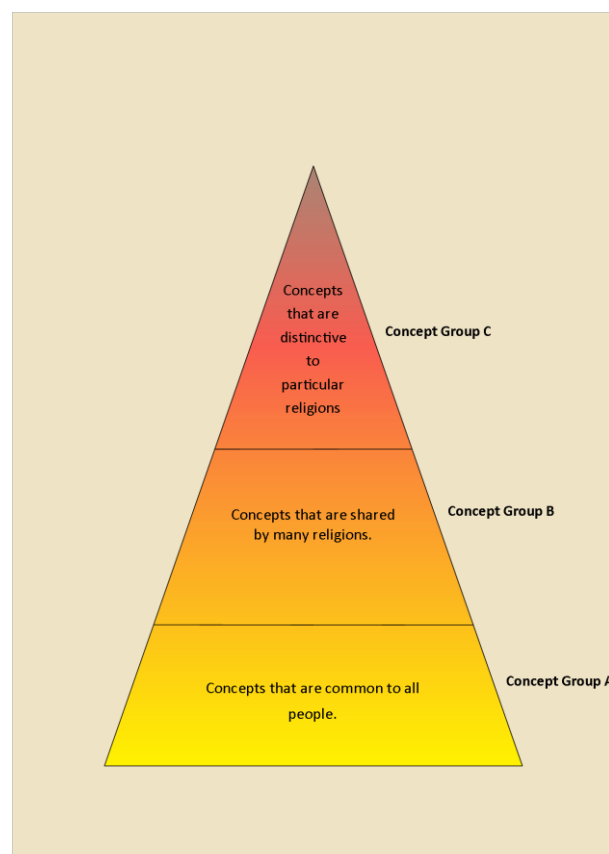
At **Key Stage 2** children are required to study Christianity and two other religions. In Years 3 and 4 this will be Christianity and one other religion and in Years 5 and 6 children are required to study Christianity and a different religion.

## Concepts

The *Living Difference IV* approach is a process of enquiry into concepts, where a concept is understood as a name for, or way of referring to, an idea that exists or has the possibility of existing in a particular kind of way under particular conditions; for example *compassion, hope, community* or *justice*.

Golden Thread Concepts
Belonging
Community
Love
Special

Living Differences IV identifies four concepts that are to be taught to enable continuity through the key stages.



*Golden thread* concepts/words must be studied at each key stage at least once (each two years in KS2). In Year R, at least one of these *golden thread* concepts/words should be introduced. In Year 1, children will study two of the *golden thread* concepts/words and in Year 2 the other two. In Year 3, children will study two of the *golden thread* concepts/words and in Year 4 the other two. Similarly in Year 5 and Year 6 and again all four studied across KS3.

## The process of enquiry in *Living Difference IV*

The *Living Difference IV* approach to enquiry in religious education entails teachers bringing children and young people first to attend to their own experience of particular concepts, before enquiring into related religious as well as non-religious ways of living, represented in Great Britain and beyond.

This approach to enquiry has five key steps where the teacher brings the child:

at the **Communicate** and **Apply** steps to attend to their own and others' experience

at the **Enquire** and **Contextualise** steps to engage intellectually

at the **Evaluate** step to discern value for others and themselves in away dependent on the context of the enquiry.

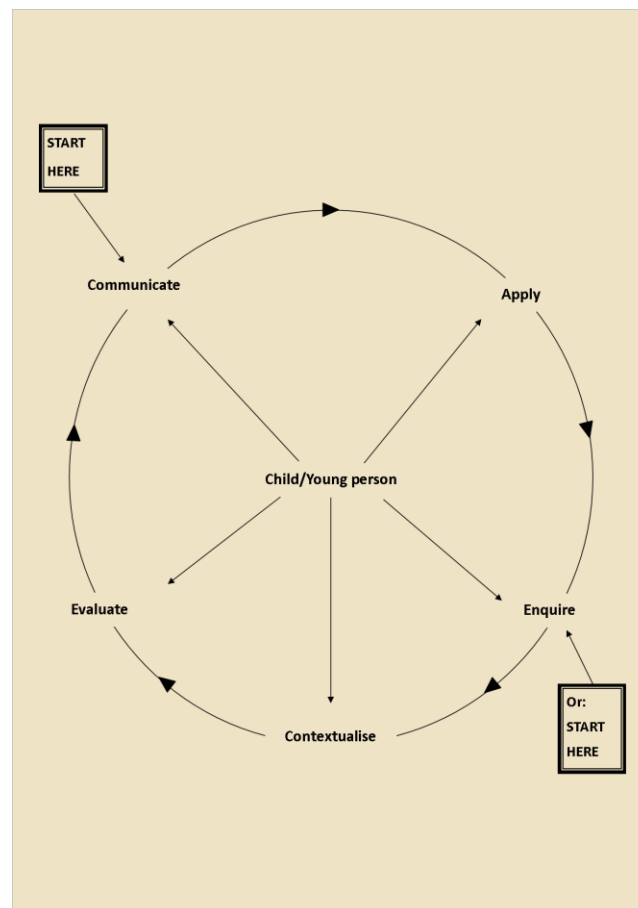
Each enquiry begins with the teacher inviting the children and/or young people into the enquiry process, usually at the **Communicate** but sometimes at the **Enquire** step.

If beginning at the **Communicate** step the teacher will bring the child or young person to attend first to their own experience of the concept through an activity, before exploring their own responses in relation to others' experience.

At **Apply**, children and young people become even more aware of others' responses and might give examples from their own experience of the concept in different situations. The enquiry has now moved on because children and young people have come to see challenges and complexities existing in the range of experiences and different situations. However, the enquiry is in general still working with ideas familiar to those in the class.

At **Enquire**, material that is new to the children and young people is introduced in varying complexity, usually depending on the age of the children. In the secondary school and in upper primary, when working with a C concept, eg **umma** or **resurrection**, a religious expression of the concept will be introduced and studied.

At **Enquire**, children may also reflect collaboratively, for example in a community of philosophical enquiry, becoming more intellectually humble or self-effacing, recognising that there are many different ways of looking at things.



# Religious education in Key Stage 1

Children in Key Stage 1 will continue to explore and reflect on their own way of life and feelings about this and also continue developing an understanding of religious and non-religious ways of living. They should continue to be encouraged to ask questions and recognise that different people may respond in different ways to their questions.

Children should be encouraged to explore and share their own experiences of the concepts studied. In this way they will begin to attend to other people's experiences of concepts found in religious and non-religious ways of life.

At this key stage the enquiry into what it means to live a religious and non-religious life will be concerned with enquiring into concepts common to all people (A concepts), where children will engage within their own experience. These concepts are also evident in religious ways of life, for example *happy*, *sad*, *remembering* and *thanking*. Towards the end of the key stage children should begin to explore concepts that are shared across many faith narratives (B concepts).

At Key Stage 1 the main focus is on A concepts.

Older children within the key stage (Year 2) can also explore B concepts, for example *God* and *symbol*.

Children will be introduced to terms specific to religions (eg Shabbat) but the focus for enquiry into concepts will be rooted in their own experience (for example, *celebrating* is the focus concept but Shabbat is a Jewish example of this).

# Religious education in Key Stage 2

During Key Stage 2 children will develop their dispositions and skills for enquiry further, which enables them to have a more mature understanding of different religious traditions. They should now be able to identify and make their own responses to some of the issues that arise in their own and others' experience with regard to living a religious or non-religious life. They should be encouraged to develop their ability to ask and pursue more perceptive and complex questions.

The focus on B concepts will increase as pupils progress through Key Stage 2.

There will continue to be some cycles of enquiry beginning with children's experiences of A concepts, although these enquiries will usually become more complex and sophisticated in terms of engagement with the concept from the perspective of a religious or non-religious person outside their experience, as the children get older.

In Year 5 and 6 some children will have the opportunity to enquire into C concepts.

As Key Stage 2 progresses, children usually have a broader range of experiences to draw on for their enquiries. They will continue to engage with concepts that are common to all people (A concepts), for example *freedom*, *authority*, *sacrifice*, as well as investigate concepts that are shared by many faith narratives (B concepts), for example *holiness*, *pilgrimage* and *rites of passage*. Through their enquiries children will also encounter concepts distinctive of particular religions (C concepts), for example *Trinity*, *moksha*, *mitzvot*.