

Wroxall Curriculum Policy for Religious Education

How we teach Religious Education

The approach in the locally agreed syllabus, Living Difference 4, is a process of inquiry into concepts; for example compassion, hope, community or justice. The skills of Religious Education in Living Difference IV are the enquiry skills of Communicate, Apply, Enquire, Contextualise and Evaluate these are the skills which form the foundation of teaching Religious Education. In key stages 1 and 2, children learn about Religious Education in a whole day experience every half a term - six times in one full school year. This learning can lead to deep thinking, time for creative RE, real opportunities for spiritual development for children, dedicated pondering time highlights in LDIV and new perceptions of RE for all.

Living difference IV states a clear purpose of Religious Education;

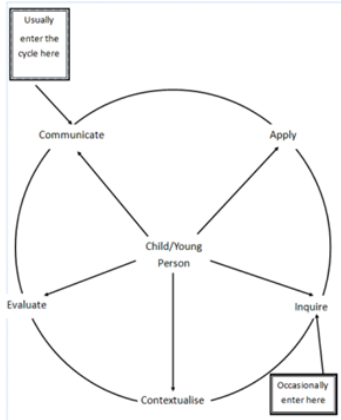
The Purpose of Religious Education Living Difference IV seeks to introduce children and young people to what a religious way of existing in the world may offer in leading one's life individually and collectively. It recognises and acknowledges that the question as to what it means to lead one's life with such an orientation can be answered in a number of qualitatively different ways.

These include :

- the idea that to live a religious life means to subscribe to certain propositional beliefs
- the idea that to live a religious life means to adhere to certain practices
- the idea that to live a religious life means to exist, to be in and with the world, in a trustful manner or with a particular kind of awareness.

Living difference IV maintains the 'six-step enquiry based approach' and highlights how the cycle is a process of enquiry;

Living Difference IV: a process of enquiry Services HAVE SCHOOL IMPROVE



The Cycle of Enquiry is a process for teaching RE

Three broad steps:

1. At Communicate and Apply teachers bring children to **attend to their own and others' experience**
2. At Inquire and Contextualise children engage **intellectually**
3. At Evaluate children **discern** value for their own and others existence in the world.

How we plan learning in Religious Education

The Religious Education curriculum has been planned using the Hampshire and Isle of Wight agreed syllabus and carefully ensures that each class/phase studies a different aspect of each religion. At Key Stage 1 children learn about Christianity and Judaism. In Year 3 and 4 children continue to study different aspects of Christianity together with Hinduism. In Years 5 and 6 children continue to learn about Christianity and are introduced to Islam. Teachers' planning takes into account the age-related expectations. Each cycle of enquiry will relate to one concept and take approximately six hours studied in a blocked unit of time. Over a key stage, cycles of enquiry will build on each other enabling children to form a connected view of a particular tradition. Living Difference's approach of highlighting a 'golden thread' or 'warp in the cloth' enables connections within and across religions to be clearly seen and allows pupils to develop, and build on, a secure foundation of knowledge, skills and understanding; these themes are highlighted in bold.

Curriculum coverage and progression of skills in Religious Education

Within each academic year, children will study a range of Concepts. This starts with 'A' concepts, that are common to all people, then 'B' concepts that are common across more than one religious tradition, and towards the end of their time in primary school, encounter 'C' concepts that are unique to separate religious traditions.

In both Key Stage 1 and Key Stage 2, children are taught Religious Education as a freestanding subject, covering a specific concept in each learning block. R.E. is blocked so that R.E. days take place across the school one day each half term.

The table below shows the Religious Education concepts that are planned for each Year group. However, we currently follow the recommended exemplar long-term plan showing a two-year cycle through both Key Stage 1 and Key Stage 2 with Christianity and Hinduism in KS1, Christianity and Judaism in lower KS2, and Christianity, Islam with wider comparisons and introductions to Sikhism and Humanism in upper KS2. The table relating to this is included below the Year group tables.

Children with SEND

At Wroxall our aim is that a broad and balanced curriculum with support and challenge should be accessible to all children, including those with SEND. Children who are identified as having SEND or additional needs will have an individual support plan. The provision and targets identified within the plan may well have relevance to learning in R.E. as well as English or maths. As such the class teacher will seek to differentiate learning within lessons to ensure its accessibility to all children. Support could include: finding alternative ways of recording understanding, reducing the need for writing if possible/appropriate; using visual cues/checklists to support learning; overtly teaching associated vocabulary; providing split-inputs/pre-teaching where needed.

EYFS

In Early Years, the concepts are covered within a topic-based approach, using real life situations or celebrations most children will be familiar with - for example - birthdays, Christmas, Easter and relating to their experiences, such as wearing special clothes to a birthday party. These concepts are then further extended to explore how other religions might celebrate those events.

Living difference IV	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R/1 Cycle B	Me All about me	Celebrating Christmas – Jesus’ birth (and other celebrations from the children’s perspectives	Special Special people – Jesus and special people for the children	Signs of new life Eggs as a sign of new life	Special Special clothes (Hindu and others from children’s experiences)	Remembering Janmashtami Hindu – celebrating birth of Krishna
Year R/1 Cycle A	Thanking Harvest and further traditions	Journey’s end The nativity journey	Belonging Followers of Jesus	Welcoming Palm Sunday	Community Community in Hindu and further traditions	Story Across religions
Year 1/2 Cycle B	Special places – Hindu Mandir	Waiting Advent	Remembering - Holi	Love as sad and happy	Special Food across religions and traditions	God Across religions

Year 1/2 Cycle A	Thanking Harvest and further traditions	Journey's end The nativity journey	Belonging Followers of Jesus	Welcoming Palm Sunday	Community Community in Hindu and further traditions	Story Across religions
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Living difference IV	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 Cycle B	Community - Christianity	Symbols – Judaism Hanukah	Myth	Freedom – Judaism Passover	Stones as symbols Across religions	Special as God Across religions
Year 3/4 Cycle A	Trees – Across religions	Angels - Christianity	Authority – Judaism The Torah	Love - Christianity	Sacred – Christianity/ Hinduism? Places of worship	Belonging as identify – Jewish traditions

Year 4/5 Cycle B	Community - Christianity	Symbols – Judaism Hanukah	Myth	Freedom – Judaism Passover	Stones as symbols Across religions	Special as God Across religions
Year 4/5 Cycle A	Trees – Across religions	Angels - Christianity	Authority – Judaism The Torah	Love - Christianity	Sacred – Christianity/ Hinduism? Special Places of worship	Belonging as identify – Jewish traditions

Living difference IV	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 5/6 Cycle B	Belonging - Islam Shahada and Salat	Interpretation - Christianity Christmas – the two birth narratives	Love - Humanism The golden rule	Salvation - Christianity The creation story	Sacred places (Sikhi, Christianity) Special Places of worship	Umma – Islam Community Hajj and Zakat
Year 5/6 Cycle A	Peace – Islam Revelation in the Qur’an, sawm and Ramadan	Incarnation – Christianity An extraordinary baby	Ritual – Islam Wudu Eid al Fitr and Eid al Adha	Resurrection – Christianity The empty cross	Love – Sikhism Sewa	River of life - Humanism

How we assess learning in Religious Education

The Living Difference 4 age-related expectations are used to ensure that there is progress over time within the subject. Children are assessed at each different stage of the enquiry cycle over the academic year and planning forms the basis of that assessment. Evidence of children’s progress is captured in a number of ways, for example through speaking and listening, drama, dialogue and discussion, as well as through a variety of different written and recorded activities.

End of Year 1

- Communicate - express creatively their response to their own experiences of the concepts/ words introduced

- Apply - recognise their responses relate to events in their own lives
- Inquire and contextualise - recognise what has been taught about the concept/word and how they are used in the tradition studied and how they are used in the tradition studied
- Evaluate - In simple terms children recognise something of the value of the concept/ word studied in the lives of those living in the traditions studied as well as for their own lives and communities

End of Year 2 Children can ...

- Communicate - express creatively their response to their own experience of the concept/ word studied
- Apply - Recognise (In a different way to year 1) how their responses relate to events in their own and sometimes other people's lives
- Inquire and contextualise - simply describe what has been taught about how the word/ concept and how it is used in the tradition studied
- Evaluate - in simple terms children can discern something of the value of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.

End of lower key stage 2 (Year 4) Children can

- Communicate - express creatively as well as describe their responses to their own experiences of the concepts/ words introduced.
- Apply - recognise and describe how their responses relate to events in their own, and sometimes other people's, experiences.
- Inquire and contextualise - accurately describe what has been taught about the meanings of concepts/words. Accurately describe some variations in which the concept/ word is shown in lives of people encountered and studied
- Evaluate - Children can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised

End of upper key stage 2 (Year 6) Children can ...

- Communicate - respond creatively as well as begin to explain their responses to their own experiences of the concept/ word introduced.
- Apply - explain some examples of how their responses relate to events in their own and other people's lives.
- Inquire and contextualise - accurately explain meanings of concepts/ words in the traditions encountered and studied. Accurately explain the way the concepts/ words in the traditions encountered and studied impact the lives of those in the traditions with examples.
- Evaluate - discern the value of these concepts/words studied in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise. Discern possible value in the concepts/words for their own lives and communities (not only assessed through summative assessment).

Resources to aid our teaching are listed in Living Difference (page 124 onwards). An excerpt of the resources and where we source them from is below;

Resourcing *Living Difference IV*

Age-appropriate supporting materials will be made available from the Hampshire RE Centre: www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/re-centre, the HIAS RE curriculum website: www.hampshire-reweb.co.uk, or the Hampshire RE Moodle: <https://re.hias.hants.gov.uk/>.

Additional medium-term plans are being developed to enable teachers to teach *Living Difference IV*. Additional resources will be made available on the Hampshire RE Moodle.

Hampshire RE Centre publications for sale

The Hampshire RE team produces a range of publications to support *Living Difference IV*. A list of the current titles is set out below. For current prices and to place an order, please visit:

www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/re-centre/publications.

These publications are available from:

Hampshire RE Centre, Clarendon House, D Block, Monarch Way, Winchester SO22 5PW

Tel: 01962 863134

Email: re.centre@hants.gov.uk.

Reference number	Key Stage	Title
RE001	KS1/KS2	<i>Angels</i> (concept: <i>angels</i>)
RE002	KS1/KS2	<i>Change and transformation</i> (concepts: <i>change, transformation</i>)
RE003	KS2	<i>The Christian story</i> (concept: <i>salvation</i>)
RE004	KS2	<i>Teaching Christmas at KS2</i> (concepts: <i>symbol of light, warning, interpretation</i>)
RE005	Primary	<i>Collective worship in county schools</i>
RE006	KS2	<i>Creation for KS2</i> (concept: <i>creation</i>)