Responsibilities

- The provision and development of this Policy is the responsibility of the Governors of St Luke’s CE Primary School.
- The responsibility for delivering the aims in this policy rests with the Headteacher, the R.E. Leader and the staff.

St Luke’s School Context

As a Voluntary Controlled Church school we provide opportunities to understand the Anglican church year both at school and at the Parish Church. We welcome visitors from the church to share their experience of Christian belief and life at times of worship and in RE lessons. We believe that spiritual, moral, social and cultural development is inextricably linked not only to RE but to every aspect of life and that we are in the privileged position of being able to offer our pupils an understanding of Christianity as both a vibrant, worldwide faith and a foundation for living a thoughtful, caring and purposeful life.

The teaching of RE complies with the locally Agreed Syllabus and we also make use of ‘Understanding Christianity’ alongside this. We emphasize Christianity, however we recognise that at any time there may be children at St. Luke’s who belong to other faiths. The village in which the school is situated is at a considerable distance from alternative faith communities/places of worship and our children usually have less experience of the increasingly pluralistic nature of British society than many children. Consequently we try to familiarise them with other cultures through RE as well as through many other areas of the curriculum. All pupils have access to RE, irrespective of race, gender, creed or ability. Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA) including the stipulation that religious education is compulsory for all children, including those in the reception class who are less than five years old.

Parents have the right to withdraw their child from R.E., but need to discuss this with the Headteacher.

Aims

The aim is to help children mature in their own beliefs and patterns of behaviour, through an exploration of religious beliefs and a questioning and reflective attitude. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We aim to help the children learn from religions as well as about religions.

Hampshire County Council defines the purpose of religious education as being: ‘to support students in developing their own coherent patterns of values and principles, and to support their spiritual, moral, social and cultural development,’ as well as to ‘foster mutual understanding between students of differing religious and cultural backgrounds.’
Religious Education at St. Luke’s, in line with the aims of Living Difference III (Hampshire’s agreed syllabus) seeks to introduce children to what a religious way of looking at the world may offer in leading one’s life, individually and collectively. A religious life is defined as:

a) subscribing to a set of beliefs
b) adhering to a set of practices
c) a way of understanding existence.

‘Understanding Christianity’ aims to provide pupils with a coherent understanding of Christian belief and practice as part of a wider religious, theological and cultural literacy. Doing justice to Christianity as a world faith, it aims to raise the level of pupils’ religious literacy, draw pupils into deeper understanding of the Bible, provide them with opportunities to explore how Christian belief and practice are shaped. It makes connections with other areas of belief and understanding and encourages reflection, evaluation and application.

Objectives

Children should

a. be aware of a spiritual level of reality
b. know that religion and the urge to worship (in one form or another) have probably existed, across the world, since man has
c. discover that religion is intellectually demanding, potentially exciting, and controversial
d. realise that, for believers, religion is not a ‘subject’ but a way of life
e. develop a maturing understanding of religious concepts
f. develop an understanding of religious traditions and appreciate the cultural differences in Britain today
g. develop investigative and research skills and to enable them to make reasoned judgements about religious issues
h. develop awareness of, respect for, and caring attitude towards, other people, their beliefs, customs and feelings
i. deepen their own capacity for reflection and inner awareness
j. acquire an interest in sacred texts, and a respect for them, and other artefacts, which are regarded highly by believers
k. be able to think clearly, thoughtfully and honestly about their own experiences, and attitude to religion, and the fundamental questions of life
l. be able to grasp the meaning and significance of core theological concepts within Christian belief and practice, as part of a coherent understanding of living Christianity.
m. be able to give a theologically informed and thoughtful account of Christianity as a living and diverse faith

Delivery

The recommended time allocation for RE is:
- Foundation and KS1: 36 hours per year
- KS2: 45 hours per year
Depending on the topic and the teacher, R.E. will be taught either during a regular weekly session, or in a ‘block’ of a few days.
Religious education has equal standing in relation to core and foundation subjects within St. Luke’s.

The school teaches RE according to the agreed syllabus for Hampshire County Council, as presented in the document ‘Living Difference III’ (December 2016). This is an enquiry approach to Religious education, which explores concepts and begins from a child’s experience.

A – Concepts which are common to all people e.g. celebration, remembering, peace
B – Concepts which are shared by many religions e.g. worship, pilgrimage
C – Concepts which are distinctive to particular religions (or non-religious traditions) e.g. Umma, Trinity,

When using ‘Understanding Christianity’, core concepts are selected, which reflect a view of biblical Christianity as following a salvation narrative. The 8 key concepts focused on within Understanding Christianity Units are God, Creation, Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God.

A ‘spiral’ curriculum allows pupils to revisit core Understanding Christianity concepts in different contexts as they move through the school, deepening their understanding of the meaning of the overall ‘big story’ of the Bible.

Understanding Christianity, contributes to ‘religious literacy, by helping pupils develop ‘theological literacy’. We interpret this as enabling pupils to grasp the meaning and significance of core theological concepts within Christian belief and practice, as part of a coherent understanding of living Christianity.

In line with ‘Religious Education in Church of England Schools, A statement of entitlement, published June 2016, Christianity is the majority study in R.E in our school. (at least 2/3rds) This is achieved through both specific Christianity units and units where Christianity is compared with other faiths.

The Matters, Skills and Processes of the Agreed Syllabus

i) The matters to be engaged with in Living Difference III at St Luke’s are as follows:

Foundation Stage- Pupils are required to study concepts that are within children's own experiences and are the basis of concept development in KS1.

KS1 Pupils are required to study Christianity and one other religion (In the case of St. Luke’s, we have chosen Judaism).

Lower KS2 (Y3/4) Pupils are required to study Christianity and one other religion, which has not been previously studied (in the case of St. Luke’s we have chosen Hinduism and we will also explore one Buddhist concept).

Upper KS2 (Y5/6) Pupils are required to study Christianity and one other religion, which has not been previously studied (in the case of St. Luke’s we have chosen Islam).

By the end of KS2, four religions will have been studied, with the emphasis being on Christianity. This is to reflect the fact that religious traditions in Britain are mainly Christian (56% of the population according to the 2011 Census); it also strengthens links with the community through our Parish church of St. Luke.

ii) The skills of religious education in Living Difference III are the enquiry skills of Communicate, Apply, Enquire, Contextualise and Evaluate. These link in to the following aspects in Understanding Christianity – Making sense of the text, Understanding the Impact and Making Connections.
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. The **contextualise** step is when the children explore the concept in a particular religious context e.g. the concept of special places through the context of the synagogue or church. There should be no less than 2 hours on the contextualise step.
- at the **Evaluate** step to discern value for others and themselves.

See **Appendix 1** for examples of questions teachers may ask at each stage of the enquiry process.

iii) The **process** of religious education in *Living difference III* is the enquiry based approach. This process is complemented by Understanding Christianity as below.

![Enquiry-based approach diagram]

**Planning**

All R.E. planning must take into account the **age-related expectations**. This is to ensure there is progression over time in the dispositions and skills of religious education.

For each concept there is an overarching enquiry question. For example, an enquiry into the concept of **belonging** in Year 2 may be "Is it important to belong?" In Year 5, an enquiry into the Christian concept of **salvation**, "What did Jesus do to save human beings?"

Our long term planning takes an overview of the concepts covered, to ensure cycles of enquiry build on one another.
### Outline scheme of work:

**Foundation Stage and KS1**

<table>
<thead>
<tr>
<th>Class Type</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concept type:</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Concept and theme</td>
<td><strong>Creation (God)</strong></td>
<td><strong>Incarnation</strong></td>
<td><strong>Miracles</strong></td>
</tr>
<tr>
<td></td>
<td>Why is the word God important to Christians?</td>
<td>Why do Christians perform Nativity plays at Christmas?</td>
<td>(Jesus does amazing things)</td>
</tr>
<tr>
<td>Assessment focus:</td>
<td>Apply / enquire</td>
<td>Contextualise / Enquire</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Class 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concept type:</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Concept and theme</td>
<td><strong>God</strong></td>
<td><strong>Incarnation</strong></td>
<td><strong>Rules</strong></td>
</tr>
<tr>
<td></td>
<td>What do Christians believe God is like?</td>
<td>Why does Christmas matter to Christians?</td>
<td>(10 Commandments &amp; the Golden Rule)</td>
</tr>
<tr>
<td>Assessment focus:</td>
<td>Evaluate</td>
<td>Communicate</td>
<td>Contextualise</td>
</tr>
<tr>
<td>Class 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concept type:</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Concept and theme</td>
<td><strong>Creation</strong></td>
<td><strong>Light as a symbol</strong></td>
<td><strong>New Beginnings</strong></td>
</tr>
<tr>
<td></td>
<td>Who made the world?</td>
<td>(Hannukah; Christingle / Christmas)</td>
<td>(Rosh Hashanah / fresh starts for Christians and Jews)</td>
</tr>
<tr>
<td>Assessment focus:</td>
<td>Evaluate</td>
<td>Contextualise</td>
<td>Enquire</td>
</tr>
</tbody>
</table>
### Class 3
Concept type: C A B B C B

<table>
<thead>
<tr>
<th>Concept and theme</th>
<th>Symbol: light (Diwali)</th>
<th>Anticipation (Advent)</th>
<th>Good and Evil (Holi)</th>
<th>Incarnation / God: What is the Trinity?</th>
<th>Creation / Fall: What do Christians learn from the creation story?</th>
<th>People of God: What is it like to follow God?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Understanding Christianity</td>
<td>Understanding Christianity</td>
<td>Understanding Christianity</td>
</tr>
<tr>
<td>Assessment focus</td>
<td>Evaluate</td>
<td>Contextualise</td>
<td>Enquire</td>
<td>Communicate</td>
<td>Contextualise</td>
<td>Apply</td>
</tr>
</tbody>
</table>

### Class 4
Concept type: B A A A C B

<table>
<thead>
<tr>
<th>Concept and theme</th>
<th>God Talk (Christian Trinity; Hindu Trimurti - Brahmam is one but can be worshipped in many forms)</th>
<th>Celebration (birth of Krishna – compare / contrast with Jesus)</th>
<th>Remembering through storytelling (stories about Hindu gods / parables of Jesus)</th>
<th>Salvation: Why do Christians call the day Jesus died ‘Good Friday?’</th>
<th>Kingdom of God: When Jesus left, what was the impact of Pentecost?</th>
<th>Gospel – What kind of world did Jesus want?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Understanding Christianity</td>
<td>Understanding Christianity</td>
<td>Understanding Christianity</td>
</tr>
<tr>
<td>Assessment focus</td>
<td>Enquire</td>
<td>Contextualise</td>
<td>Apply</td>
<td>Evaluate</td>
<td>Communicate</td>
<td>Contextualise</td>
</tr>
</tbody>
</table>

### Class 5
Concept type: B A B A B C

<table>
<thead>
<tr>
<th>Concept and theme</th>
<th>God: What does it mean if God is holy and loving?</th>
<th>People of God: How can following God bring freedom and justice?</th>
<th>Ritual / Temptation: (ramadan, eid, lent)</th>
<th>Sacrifice: (Significance of the crucifixion)</th>
<th>Pilgrimage: (Hajj)</th>
<th>Community (Umma): (Islamic / Christian basic beliefs, incl. 5 Pillars of Wisdom – focus on their existence, and shahadah and zakat)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understanding Christianity</td>
<td>Understanding Christianity</td>
<td>Understanding Christianity</td>
<td>Understanding Christianity</td>
<td></td>
<td>Understanding Christianity</td>
</tr>
<tr>
<td>Assessment focus</td>
<td>Evaluate</td>
<td>Contextualise</td>
<td>Contextualise</td>
<td>Communicate</td>
<td>Apply</td>
<td>Enquire</td>
</tr>
</tbody>
</table>

### Class 6
Concept type: B B A B C B

<table>
<thead>
<tr>
<th>Concept and theme</th>
<th>Creation / Fall Creation and Science: conflicting or complimentary?</th>
<th>Incarnation: Was Jesus the Messiah?</th>
<th>Sacredness and Submission: (Mohammed in the Qu’ran [incl. Lailat-ul-Qadr – festival commemorating giving of Qu’ran to M] / Bible)</th>
<th>Salvation: What difference does the resurrection make for Christians?</th>
<th>Kingdom of God: What kind of King is Jesus?</th>
<th>Gospel: What would Jesus do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understanding Christianity</td>
<td>Understanding Christianity</td>
<td>Understanding Christianity</td>
<td>Understanding Christianity</td>
<td>Understanding Christianity</td>
<td>Understanding Christianity</td>
</tr>
<tr>
<td>Assessment focus</td>
<td>Apply</td>
<td>Contextualise</td>
<td>Evaluate</td>
<td>Enquire</td>
<td>Contextualise</td>
<td>Communicate</td>
</tr>
</tbody>
</table>
Foundation Stage
We teach religious education to all children in the school, including those in the reception class. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children’s work to the areas of learning for the Early Years Foundation stage profile for children aged three to five. In Reception Class we encourage the use of a ‘Big Book’ to capture pupils’ comments and learning.

Contribution of R.E. to the teaching of other subjects
We actively encourage links between RE and other subjects:
RE will be taught through a wide variety of experiences (including music, art, drama and literacy).

English
We use links with Literacy to encourage discussion, and promote the skills of speaking and listening. We encourage the children to use writing to record thoughts and information in order to develop their writing ability. We also use drama to help reinforce concepts and learning.
In our feedback we feel it is important to separate ‘English’ marking from those skills of enquiry as outlined above.

Computing
We aim to use ICT where appropriate in religious education. The children can find, select and analyse information, using the internet. They can also use ICT to review, modify and evaluate their work and to improve its presentation.

Personal, social and health education (PSHE) and citizenship
Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as looking after the environment, recycling etc. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

- developing confidence and responsibility and making the most of their abilities by being taught what is fair and unfair, right and wrong, and being encouraged to share their opinions
- developing a healthy, safer lifestyle by being taught about religious and non-religious perspectives on drug use and misuse, food and drink, leisure and relationships
- developing good relationships and respecting the differences between people by being taught about the diversity of different ethnic groups and the destructive power of prejudice, challenging racism, discrimination, offending behaviour and bullying, being able to talk about relationships and feelings.

Spiritual, moral, social and cultural development (including British values and Prevent)
RE provides opportunities to promote children and young people’s spiritual, moral, social and cultural (SMSC) development.
In line with the guidance from The Ofsted School Inspection Handbook, 2016 which defines SMSC, Living Difference III supports maintained schools’ duty to promote SMSC and recognises that living with plurality does not imply agreement. Teachers have a responsibility to enable children and young people to make judgements carefully about different ways of living and also to make choices about their own lives.

RE can therefore be understood as promoting spiritual development through:
- discussing and reflecting upon key questions of meaning and truth, such as the origins of the universe, life after death, good and evil, the being of God, and values such as justice, honesty and truth
- learning about, and reflecting upon, important concepts, experiences and beliefs which are at the heart of religious traditions and practices
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- considering how religious and non-religious ways of life perceive the value of human beings, and their relationships with one another, with the natural world, and perhaps with God.

RE can therefore be understood as promoting moral development through:
- valuing diversity and engaging in issues of truth, justice and trust
- exploring the influence on moral choices of family, friends and the media, and how society is influenced by beliefs, teachings, sacred texts and guidance from religious and non-religious leaders
- considering what is of ultimate value to all people through studying the key beliefs and teachings from religious and non-religious ways of life, on values and ethical codes of practice
- studying a range of moral issues, including those that focus on justice, to promote racial and religious respect and the importance of personal integrity.

RE can therefore be understood as promoting social development through:
- considering how religious and non-religious ways of life lead to particular actions and concerns
- investigating social issues from religious and non-religious perspectives, recognising diversity of viewpoint within and between religious and non-religious ways of life.

RE can therefore be understood as promoting cultural development through:
- promoting cultural understanding from a religious and non-religious perspective through encounters with people, literature, the creative and expressive arts, and resources from differing cultures
- considering the relationship between religious and non-religious ways of life and cultures and how religious and non-religious ways of life contribute to cultural identity and practices
- promoting racial harmony and respect for all, combating prejudice and discrimination. We enhance their social development by helping them to build a sense of identity in a multicultural society.

Teaching R.E. to children with special needs

In our school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for individual children in their Individual Education Plans (IEPs).
Assessment, Recording and Reporting RE.

Living Difference III have published Age Related Expectations to provide a basis for making judgments about pupil’s performance to assist teachers with their planning, assessments, recording and reporting to parents, as appropriate. Evidence of children and young people’s progress will be 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 activities. A copy of the Age Related Expectations can be found on appendix 2.

Resources

- Living Difference III and concept planning from the HIAS RE website
- The Hampshire RE Moodle
  http://re.hias.hants.gov.uk
- Books in the library & RE Curriculum Centre @ Falcon House, Winchester
- Resource boxes containing books, posters and artefacts specific to each religion studied
- Occasional visits both to and from the school
- Internet research e.g. BBC my life/my religion and Let’s Celebrate, Request, TrueTube

Monitoring

The R.E. Leader is responsible for the monitoring of RE across the school.

Authorisation

The staff discussed this Policy in Autumn 2018
The governors authorised this Policy in Autumn 2018
Appendix 1

Examples of questions teachers may ask at each stage of the cycle to advance dispositions and skills of enquiry in religious education

<table>
<thead>
<tr>
<th>Step of the enquiry</th>
<th>Examples of questions the teacher may ask</th>
<th>Children and young people will be able, in increasingly complex ways, to, for example:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicate</strong></td>
<td>What do we notice? What do you see here?</td>
<td>Describe and put their experience into words or put what they notice into colour or line or installation.</td>
</tr>
<tr>
<td></td>
<td>Can you/we draw/paint/make what you/we see here?</td>
<td>Do this in different ways alone and with others.</td>
</tr>
<tr>
<td><strong>Apply</strong></td>
<td>Has anyone else had an experience of …? Do we see things the same way?</td>
<td>Identify issues raised in applying their responses to specific situations.</td>
</tr>
<tr>
<td></td>
<td>Do you think everyone thinks/feels/sees this? Is this always a good thing?</td>
<td>Recognise there are ways of life which may be different to their own.</td>
</tr>
<tr>
<td></td>
<td>What would it be like if no one experienced this?</td>
<td>Express how their responses may apply in other situations.</td>
</tr>
<tr>
<td></td>
<td>Can you think of a situation when this may be difficult?</td>
<td>Recognise and dialogue with others about some of the shared concerns involved in living a human life.</td>
</tr>
<tr>
<td></td>
<td>Can you give a reason and an example to support your ideas?</td>
<td>Give reasons for their points of view regarding their own and others’ experience and responses, and be able to make judgements discerning good from bad reasons.</td>
</tr>
<tr>
<td></td>
<td>Do we need to find out more?</td>
<td>Be open minded and interested to find out more.</td>
</tr>
<tr>
<td>Enquire</td>
<td>Contextualise</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>What's the main idea here?</td>
<td>Are there any questions about this?</td>
<td></td>
</tr>
<tr>
<td>What could we say counts as ...? What do we</td>
<td>How does this context help us to understand or</td>
<td></td>
</tr>
<tr>
<td>mean by ...?</td>
<td>think more about the big idea/concept?</td>
<td></td>
</tr>
<tr>
<td>Do we have any questions about this idea?</td>
<td>How might a (religious) person such as ... (give</td>
<td></td>
</tr>
<tr>
<td></td>
<td>particular example) make sense of this in their</td>
<td></td>
</tr>
<tr>
<td></td>
<td>lives (context appropriate to primary or secondary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>students)?</td>
<td></td>
</tr>
<tr>
<td>Why might other people see this idea in</td>
<td>In what ways might this context have influenced</td>
<td></td>
</tr>
<tr>
<td>this way?</td>
<td>things?</td>
<td></td>
</tr>
<tr>
<td>How might a religious person (particular</td>
<td>Do you think this would always be the case?</td>
<td></td>
</tr>
<tr>
<td>example) make sense of this in their lives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(upper primary/secondary)?</td>
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<tr>
<td>recognizer key ideas/concepts.</td>
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<tr>
<td>Create a working definition of the concept</td>
<td>Frame their own questions recognising there is</td>
<td></td>
</tr>
<tr>
<td>and frame questions.</td>
<td>more than one answer.</td>
<td></td>
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<tr>
<td>Form explanations and suggest possible</td>
<td>Explore a range of interpretation of concepts in a</td>
<td></td>
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<tr>
<td>inferences.</td>
<td>real-life context.</td>
<td></td>
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<tr>
<td>Recognise that, and identify how, the</td>
<td>Recognise that differing religious and social</td>
<td></td>
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<tr>
<td>concept may be used by or become</td>
<td>contexts influence interpretations, sometimes</td>
<td></td>
</tr>
<tr>
<td>meaningful for people living a religious</td>
<td>raising controversial issues that demand further</td>
<td></td>
</tr>
<tr>
<td>life.</td>
<td>engagement.</td>
<td></td>
</tr>
<tr>
<td>Be interested to enquire with others –</td>
<td>Express and communicate their understanding of</td>
<td></td>
</tr>
<tr>
<td>sometimes theologically or philosophically</td>
<td>why context influences interpretation of a</td>
<td></td>
</tr>
<tr>
<td>into other long-standing positions on or</td>
<td>concept.</td>
<td></td>
</tr>
<tr>
<td>accounts or explanations of the idea/concept.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognise that differing religious and</td>
<td>Build capacity to compare different interpretations</td>
<td></td>
</tr>
<tr>
<td>social contexts influence interpretations,</td>
<td>of concepts by finding out about and giving more</td>
<td></td>
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<tr>
<td>sometimes raising controversial issues that</td>
<td>examples.</td>
<td></td>
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<tr>
<td>demand further engagement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express and communicate their understanding</td>
<td></td>
<td></td>
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<tr>
<td>of why context influences interpretation of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a concept.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Build capacity to compare different</td>
<td></td>
<td></td>
</tr>
<tr>
<td>interpretations of concepts by finding out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>about and giving more examples.</td>
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</tr>
</tbody>
</table>
What do you think about all we’ve explored in this enquiry?

Why might … be important for … ?

Do you think all … would think/feel the same way?

Can you give reasons for your position on this? What difference does that make?

How might that help us think more carefully about these things?

Could there be any value in this for someone who was not a …?

What do you think about this?

Are there any alternative views?

Could there be any value in this for you/me/us?

Are there any remaining questions?

Discern value for themselves and others regarding the matters explored in the enquiry.

Show sensitivity to interpretations of the concept in the context.

Form a judgement about the significance of the concept from within the given context and also without.

Clarify reasons behind different judgements recognising the characteristics which make a difference.

Discern for themselves the possible significance of the concept, as well as for someone who is or who is not living in that way of life.

Recognise and express the value the concept has beyond the context.
Appendix 2

The *Living Difference III* age-related expectations (AREs)

**End of Year 1**

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.

**End of Year 2**

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 (A concepts) and identify and talk about concepts that are common to many religions (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 the 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.
**End of Year 4**

**Communicate**
Children can describe their own responses to the human experience of the concepts studied.

**Apply**
They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.

**Enquire**
They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).

**Contextualise**
They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.

**Evaluate**
They 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 Year 6**

**Communicate**
Children and young people can explain their own response to the human experience of the concepts explored.

**Apply**
They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.

**Enquire**
Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).

**Contextualise**
They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.
Evaluate

They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.