



RE an introduction

The purpose of Religious Education is to support the development of children's own values and contribute to their spiritual, moral, social and cultural development. This entails enabling children to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others cultural and life experiences. This takes the form of encountering religious stories, festivals, artefacts, places of worship, rituals and beliefs.

Living Difference III, is the Agreed Syllabus for Hampshire schools and is the legal document to be followed for the teaching of religious education. <https://documents.hants.gov.uk/education/LivingDifferenceIII-March2017.pdf>

It is the statutory framework which defines the matters, skills and processes to guide individual schools developing their curriculum for religious education. Section 352 of the Education Act 1996 identifies the distinctive place of religious education as part of the basic curriculum alongside the National Curriculum.

The Living Difference III 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 a way dependent on the context of the enquiry.

Foundation Stage (Year R) children in general will engage with aspects of Christianity and one other religion
At Key Stage 1 children are required to study Christianity and one other religion

Parents have a right to withdraw their children from religious education (RE). Any parent who wishes this must consult the headteacher.



| | Working towards ARE | Working at ARE |
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| Communicate | I can talk about their own responses of the concepts explored. | I can describe in simple terms their response to their experiences of the concepts studied. |
| Apply | I can identify how their responses relate to events in their own lives. | I can identify simple examples of how their responses relate to their own lives and those of others. |
| Enquire | I can identify and talk about key concepts explored that are common to all people. | I can describe in simple terms key concepts that are explored that are common to all people and identify and talk about concepts that are common to many religions. |
| Contextualise | I can recognise that the concept is expressed in the way of life of the people studied. | I 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 | I 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. | I can evaluate human experience of the concept by describing in simple terms their value to the people who are religious and by dialoguing with others, recognise an issue raised. |