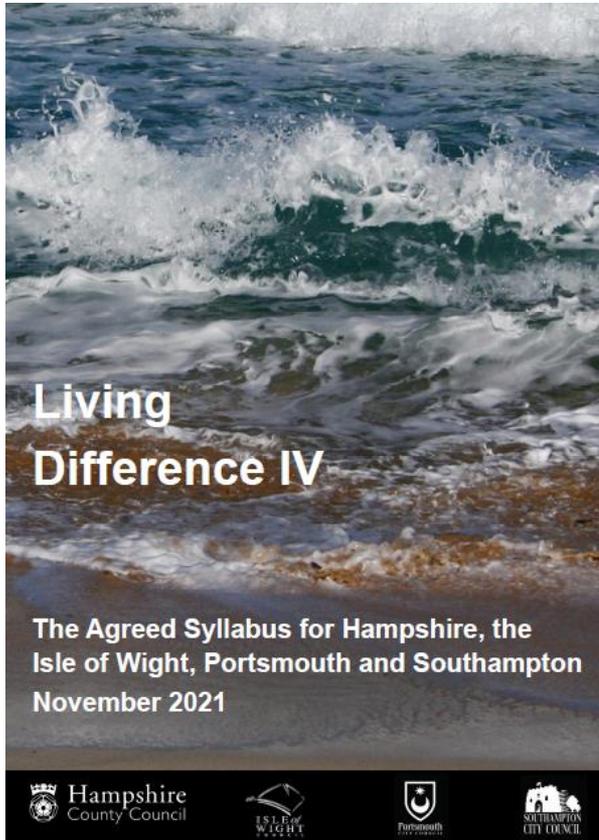


Living Difference IV

Introducing the
Locally Agreed Syllabus
for RE

Hampshire, the Isle of Wight, Portsmouth
and Southampton



The Agreed Syllabus Conference

Each LA must:

- establish a permanent body called a standing advisory council on religious education (SACRE). LAs must appoint representatives to each of four committees, representing respectively:
 - Group A: Christian denominations and such other religions and religious denominations as, in the authority's opinion, will appropriately reflect the principal religious traditions in the area
 - Group B: the Church of England
 - Group C: teacher associations
 - Group D: the LA
- **establish an occasional body called an agreed syllabus conference (ASC) to review the agreed syllabus for RE adopted by the LA. This may have common membership with the SACRE but is a separate entity and must therefore be separately convened**



Ofsted RE Research Review :-

- ***emphasises*** Locally Agreed Syllabus is the law for LA and other schools who choose it
- ***reiterates*** the legal requirement to teach RE across all key stages and the significance of the **Locally Agreed Syllabus.**



The Review Process

“A chance to take stock of what has been achieved through LDIII and to take further steps to develop a Locally Agreed Syllabus that can respond as best as possible to the challenges of our times”

- Autumn 2019: Teacher questionnaire
- January 2020: Teacher focus group
- Spring 2020: Agreed Syllabus Conference(s) (ASC)
- July 2020: Joint SACRE meeting
- July 2020-July 2021: revision process with teachers
- July 2021: Joint SACRE meeting
- Summer 2021 finishing and completing Publisher doc.
- Autumn 2021: ASC to adopt Living Difference IV



The review process

This review has taken place within wider educational context and religious education context (nationally and internationally) and at a particular point in history (e.g. pandemic & climate crisis)

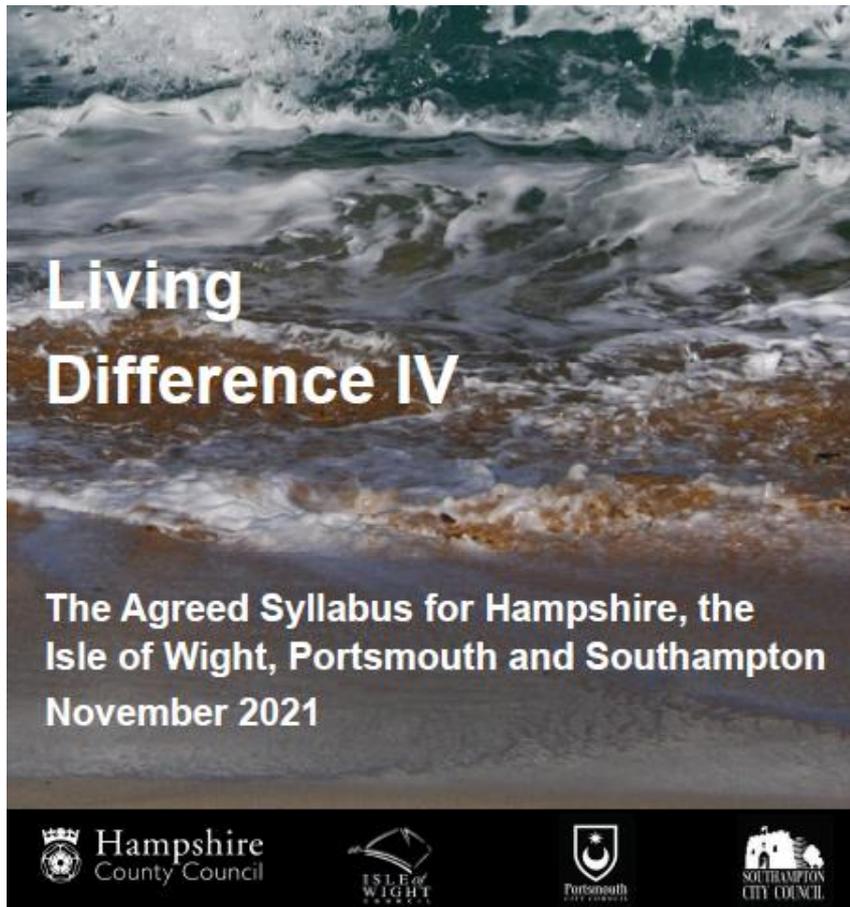
LDIV emphasises teaching and making curriculum

LDIV better links curriculum making with the purpose statement

LDIV has sought to ensure better progression through key stages



Living Difference IV



Offers a set of principles for teaching and curriculum making in RE

*“Living Difference IV describes an **approach for teaching seeking** to explain the educational value not only of children engaging with new material intellectually, but also of them becoming better able to discern what is desirable for their own lives, and with others, for the world”.*

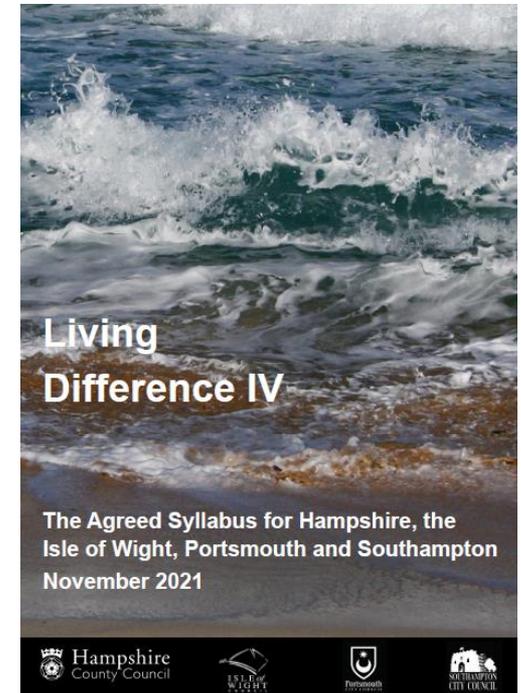
(LDIV : Foreword)



Living Difference IV

The Living Difference *approach* to RE v.IV

- The Purpose for Religious Education
- Process for teaching Religious Education
- Set of principles for making curriculum for Religious Education
- End of Year Expectations (EYEs)



Foreword (extract from LDIV)

This syllabus confirms our commitment to an education that takes seriously the importance of children and young people exploring their own lives in relation to what it can mean to live a religious life and other ways of life; including those informed by a non-religious perspective.



Foreword (extract from LDIV)

Living Difference IV, rather than being a precise prescription, offers a set of principles for teachers to make their curriculum to ensure religious education is open to the plurality of ways in which people live in our local, national and international communities.

Living Difference IV describes an approach for teaching seeking to explain the educational value not only of children engaging with new material intellectually, but also of them becoming better able to discern what is desirable for their own lives, and with others, for the world.

Living Difference IV therefore recognises the link between religious education and rights respecting education (RRE).



The Purpose Statement



Living Difference IV seeks to introduce children and young people to what a religious way of looking at and existing in the world may offer in leading one's life individually and collectively.



The Purpose Statement



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.



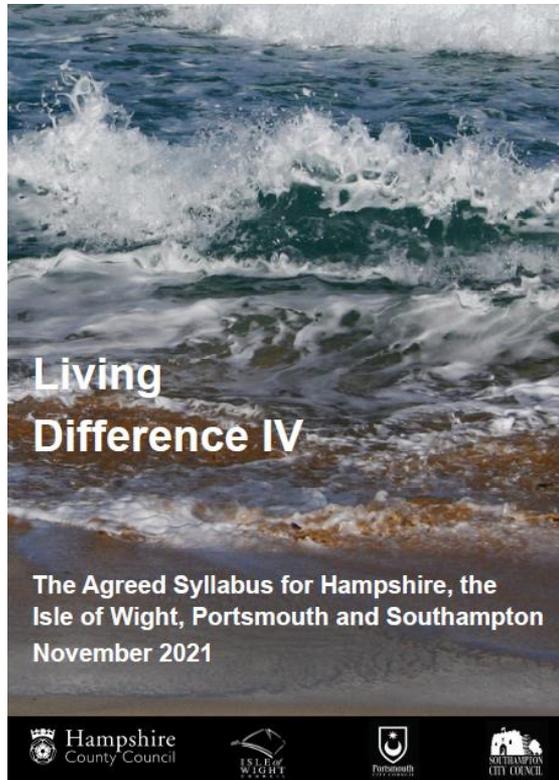
The Purpose Statement

These include :

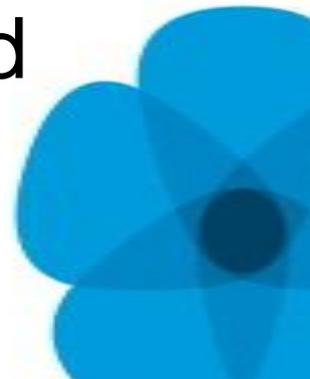
- the idea that to live a religious life means to subscribe to certain propositional beliefs
- the idea that to live a religious life means to adhere to certain practices
- the idea that to live a religious life means to exist, to be in and with the world, in a trustful manner or with a particular kind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



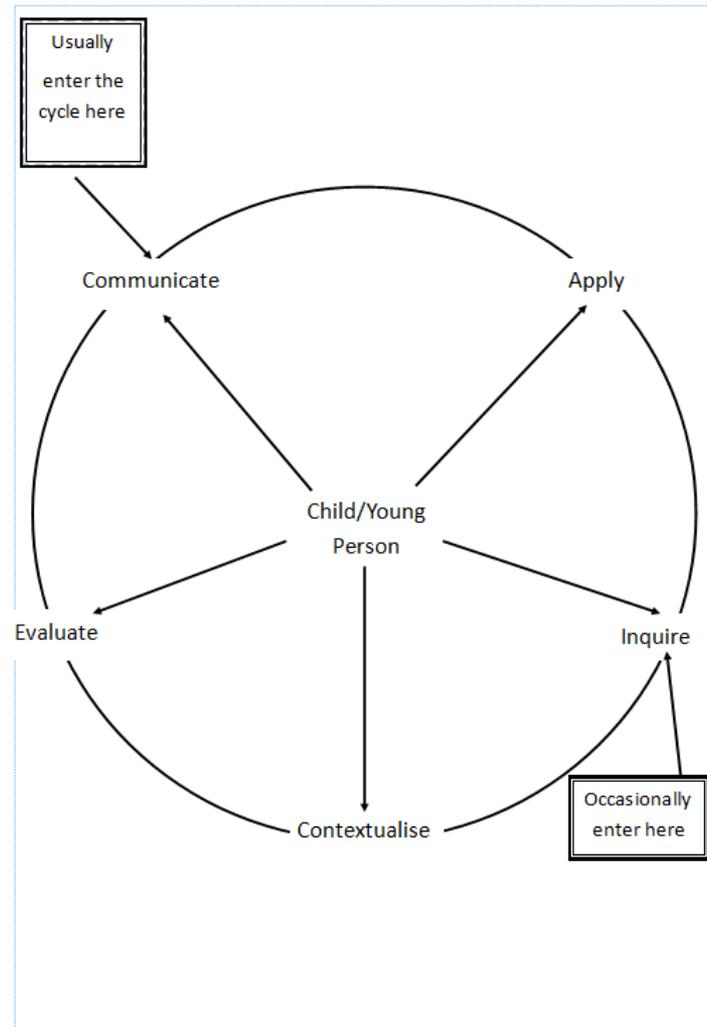
The Purpose of Religious Education



Religious education in Hampshire, Isle of Wight, Portsmouth and Southampton intends to play an educative part in the lives of children and young people as they come to speak, think and act in the world.



Living Difference IV approach to teaching RE



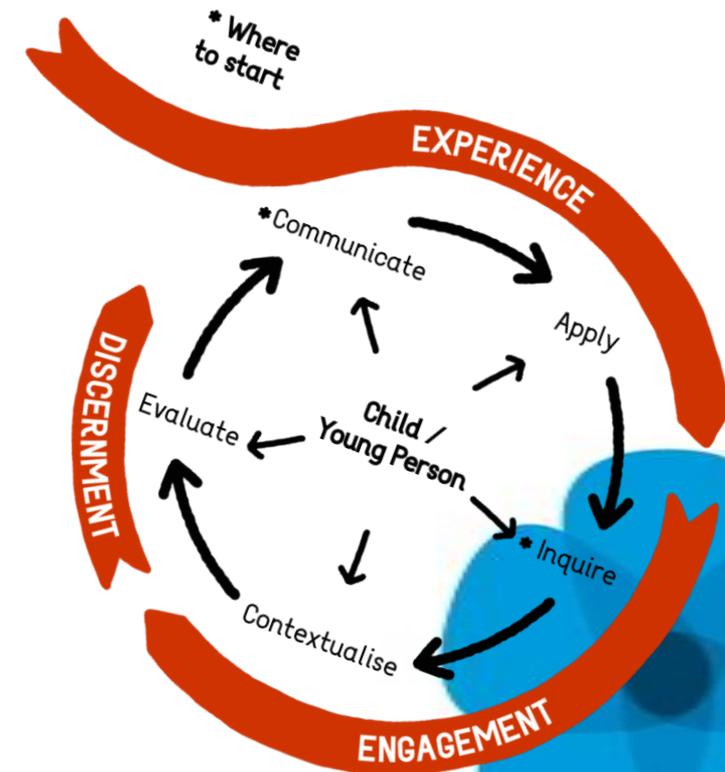
'Living Difference' approach to teaching

A way of teaching across a sequence of lessons

At Communicate and Apply teachers bring children to **attend to their own and others' experience**

At Inquire and Contextualise children engage **intellectually**

At Evaluate children **discern** value for their own and others existence in the world.



**What would you expect to see:
Curriculum making with Living Difference IV**

A course of study: over a key stage

A unit of study: consists of a sequence of cycles of enquiry

Each cycle of enquiry is into a word/concept :

Sequences of enquiries into words/concepts such as love, special/sacred, community, Sangha, Umma, The Church, belonging or Justice progressively link over time

‘ ... introduce children and young people to what a religious way of life might look like.’



Living Difference IV : 3 groups of Concepts/words



A: concepts/words shared within as well as outside of religions and religious traditions.

For example, thanking, new life, welcoming, remembering, special, celebration, freedom, rights, compassion, justice

Golden thread concepts: belonging, community, love and special.

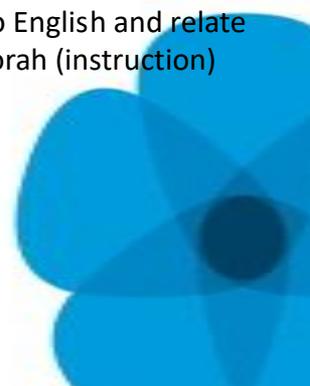
Living Difference IV identifies four A group concepts/words that will thread through the curriculum to enable continuity across key stages

B: concepts/words that are shared across religions and religious traditions.

For example, God, worship, prayer, sacred

For

C: concepts/words distinctive to particular religions and religious traditions. It is important to note that these words are often in the language of the communities where the traditions originated. Although these words have specific and nuanced meanings, which are also frequently interpreted within the traditions, they can often be translatable into English and relate to A concepts: For example, Sangha (community), agape (selfless love), Umma (community), Sewa (selfless service), Torah (instruction) (examples).

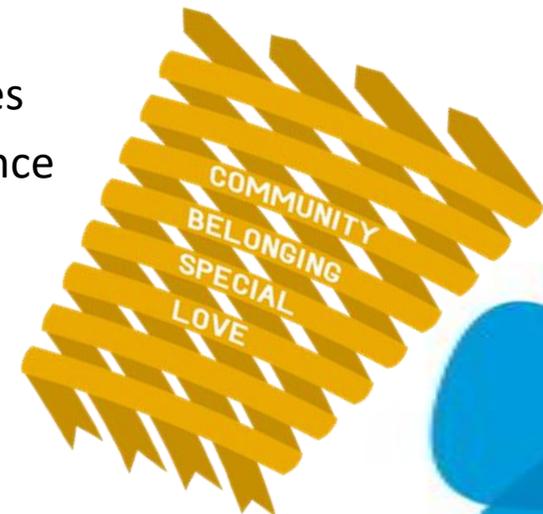
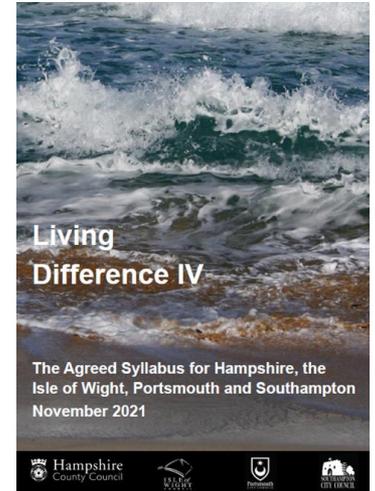


Living Difference IV : making curriculum

Living Difference IV uses three broad, and at times overlapping, groups of concepts/words which assist with the making and organising of *a spiral curriculum*.

The material encountered and studied by the children and young people, through the teaching activities, are well sequenced, connected and revisited over time.

Some A group of concepts are used as **golden thread concepts** flowing through the curriculum in all key stages Assisting deepening and broadening children's experience of religious education over time.



Pondering time

The qualities of attentiveness, interestedness, curiosity, as well as independence in the way children and young people engage with study, and think about the matters teachers bring to them in the cycle of enquiry, cannot be forced or compelled. A content-heavy course of study, driven hard by the teacher and tested for what can be recalled alone, seems hardly likely to enable children and young people to think, speak and act attentively, with interest and curiosity, as well as independence of thought in the world. Rather such qualities are far more likely to grow over time with a well-planned curriculum that takes approaches to teaching into account.

Living Difference IV therefore encourages teachers responsible for making the religious education curriculum at any key stage, to consider building in opportunities for up to 20% of curriculum time to be given to children and young people to direct their own enquiry and investigations. Whilst this is not mandatory, the idea is simple. This is to allow students 20% of the total curriculum time to work on and explore topics, questions or themes of their choice, at their own speed alone or with others who share the interest.

This amounts to about half a term of time in the secondary school each year and one unit of study in the primary school each year. However, the time can be spread over the course of study and in a number of different ways. It can replace half a unit of study, or be included within a unit of study, or extend a cycle of enquiry by a number of lessons.

Practical worked examples from different key stages including those undertaken in special schools, with feedback from young people, of how this has been undertaken is available on the open area of the Hampshire RE Moodle (<https://re.hias.hants.gov.uk/>).



Living Difference IV: Distinctive features

- Cover: waves – represent spiral approach to progression
- Takes new legislation into account : e.g. EYFS
- Better coherence and progression between KS1/2 - KS3:
- Golden thread concepts/words
- Progression – End of Year Expectations (EYEs) link to purpose statement.
- Articulated position in relation to ‘Religion and worldviews’ debate
- Religion-specific material discussed/checked with scholars
- Option for 20% pondering time : where children and young people explore own interests



Living Difference IV

:an approach to teaching and making curriculum in RE

What do we expect to see in school ?

- LDIV should **now** be on the school website
(SACRE developing guidance for school websites for 2022)
- Long term unit of study for each KS with key words/concepts for each element
- Developments to LDIV taking place through spring 2022 and opportunities for training available
- Teaching across school consistently using the LDIV approach
- Knowledge coherent across a Key Stage
- Increasing use of the common planning tool
- Progression using the EYEs



Resourcing Primary RE

← → ↻ 🏠 🔒 https://re.hias.hants.gov.uk



HIAS Religious Education Moodle

🔍 You are currently using guest access ([Log in](#))



Living Difference IV

Living Difference IV - the current RE agreed syllabus

Click here to view the Living Difference IV Locally Agreed Syllabus for Hampshire for the Isle of Wight, Portsmouth and Southampton.

[HIAS Moodles home](#)

[RE Moodle home](#)

[Living Difference IV](#)

[Pondering time](#)

[Open resources](#)

[Moodle+](#)

Want to be kept up-to-date?

Click [here](#) to subscribe to our **RE site news** so we can keep you up-to-date with the latest news and training opportunities from the HIAS RE team. Registration just takes a few minutes and you can unsubscribe at any time.

Site news

[Subscribe to this forum](#)



Spaces are still available for Assessment in Religious Education in the Primary Phase 2021-22 – 9 February 2022

by Cormac Wilton - Wednesday, 1 December 2021, 2:21 PM

Delegates will receive training in appropriate task-setting in RE, using assessment to improve learning and making judgements about pupils' work in relation to the newly revised RE syllabus Living Difference IV.

Search and book on the learning zone using keywords: *Assessment Religious*

Price: Sub £185 / SLA £110 / Full £222

[Permalink](#)

Browse and book on the Learning Zone!

Click [here](#) for information on how to access the Learning Zone and browse / book from our extensive catalogue of professional learning opportunities.

Welcome to the HIAS RE Moodle

The RE Moodle provides a high quality, easily accessible, collaborative site which contains information and downloadable resources for teachers of RE. These resources have been written according to *Living Difference III*, the locally agreed syllabus for Hampshire, Southampton, Portsmouth and the Isle of Wight.

Every effort has been made to ensure that material on this site is accurate, relevant and appropriate, and meets copyright requirements. Some of the material is in draft form, however, and any errors will be edited in due course.



[Curriculum support](#) ▾ [Teaching and learning](#) ▾ [Leadership and management](#) ▾

County RE Centre

The RE Centre houses an extensive collection of resources available to borrow related to RE, collective worship and spiritual, moral, social and cultural development

The resources include artefacts, books, DVDs, posters, teaching packs, reference materials, CD-ROMs and topic boxes. The RE Centre also produces a wide range of Living Difference related resources available to purchase.

[Artefact collections for loan](#)

[Publications for sale](#)

RE Centre services

- Loan service from library of books.
- Loan of DVDs, posters and artefacts.
- Artefact loan boxes and advice on using artefacts.
- Up-to-date collection of published reference material, especially books, posters and packs.
- Materials to support literacy, eg: storybooks, big books.
- Purchase of resources to support teaching according to the Agreed Syllabus, including picture packs.
- Materials to support social and religious cohesion.
- A telephone reference point for advice about issues concerning RE.





Key Stage 2 publications

Synagogue RE027	Islam at KS2 RE040	Myth RE019
<p>Very useful to schools that focus on the Jewish faith, this booklet and CD pack contains three units on the following concepts:</p> <ul style="list-style-type: none"> ♦ identity contextualised in the Mezuzah and Shema ♦ ritual in the context of Sukkot ♦ authority in the context of the Torah.  <p>£20</p>	<p>What does it mean to be a Muslim today? This booklet/ DVD pack has four units on these concepts:</p> <ul style="list-style-type: none"> ♦ umma (community) within the context of Hajj, sawm and zakat ♦ belonging, contextualised in the shahada and salat ♦ ritual, in the context of wudu and Eid-ul-Fitr ♦ peace, in the context of the Muslim faith.  <p>£30</p>	<p>Developing from our KS1 Story pack, this resource pack provides all you need to explore the concept myth with your class. It includes nine myths written for children to explore, including:</p> <ul style="list-style-type: none"> ♦ Noah and the flood ♦ Muhammed's night journey ♦ Krishna and the serpent ♦ Demeter and Persephone.  <p>£15</p>
Stones as symbols RE024	Trees as a symbol RE038	Creation for KS2 RE006
<p>The topic Stones provides rich opportunities for cross-curricular learning including accessibility of a n the</p>  <p>RE003</p> <p>cept, Story in this and CD text and</p>	<p>This teaching pack provides a wide variety of activities and information to help children explore the symbolic approach to trees in Christianity, Hinduism, Judaism and Buddhism.</p>  <p>£15</p>	<p>When children enquire into Creation stories, they engage with a variety of beliefs about origins, purpose, destiny and the nature of humanity and humanity's relationship to the world, to a power or to a God. This pack on the concept creation, provides a cycle of learning, as well as eight creation stories from different faiths and beliefs, the text of which is also provided on CD.</p>  <p>£15</p>
Collective worship guidance		
<p>Collective worship in county schools RE005</p> <p>Unclear about the legal requirements for collective worship in your school? Reviewing your collective worship policy and need some guidance? This booklet sets out the legal requirements, including what is meant by broadly Christian, how to use silence (to pray or not to pray) and whether hymns should be sung in assemblies. It includes a good practice checklist and sample theme planners.</p>  <p>£15</p>		

Foundation Stage and Key Stage 1 publications

RE in the Foundation Stage RE021b	Special clothes RE023
<p>REVISED This useful pack links <i>Living Difference III</i> with the 2021 EYFS framework over five units on these concepts:</p> <ul style="list-style-type: none"> ♦ celebrating birthdays in the context of Jesus' birthday ♦ new life in the context of Easter ♦ celebration in the context of Jews celebrating Shabbat ♦ power in the context of the Hindu God Ganesh ♦ special – special clothes for Christians and Hindus.  <p>£20</p>	<p>The concept special is of great importance for young children in the Foundation Stage and KS1.</p> <p>This pack focuses on the context of special clothes within religious experience, in all six major world faiths. A complete cycle of enquiry around the concept special is provided, with lots of activities and images on CD.</p>  <p>£15</p>
Janmashtami RE013	The festival of Holi RE012
<p>A valuable teaching pack to support a unit on the Hindu festival of Janmashtami (Krishna's birthday), based on the concept remembering.</p> <p>The pack includes the story of Krishna's birth, background to the Hindu puja ceremony, recipe for traditional sweets served at the festival, prompt questions for discussion and activities.</p>  <p>£15</p>	<p>Remembering (Vishnu) is the concept, contextualised in the lively and accessible Hindu spring festival of Holi.</p> <p>This pack contains intended learning outcomes, planning, stories, activities, questions to prompt discussion – even a recipe for sweets typically eaten at Holi.</p>  <p>£15</p>
Shabbat RE022	Story RE026
<p>A popular topic, this pack focusses on the concept remembering, contextualised within the Jewish celebration of Shabbat.</p> <p>If you plan to role play the celebration as part of the cycle of learning, a checklist is included, as well as a recipe for Challah loaves, prompt discussion questions and assessment opportunities.</p>  <p>£15</p>	<p>The concept story is key to this pack (with text on CD), which contains nine stories from the major six world faiths, including:</p> <ul style="list-style-type: none"> ♦ Guru Hargobind is released from prison ♦ Prince Siddhartha and the swan ♦ How Ganesh got his head ♦ Daniel in the Lions' den ♦ Paul and Silas in prison <p>as well as activities to engage children in the cycle.</p>  <p>£15</p>
Stories Jesus told RE025	
<p>This booklet on the concept storytelling focuses on how Jesus was a storyteller and how his stories are important to Christians today. Activities include <i>Jesus in the Temple</i>, the parables of <i>the Good Samaritan</i> and <i>the House upon the rock</i>.</p>  <p>£15</p>	

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