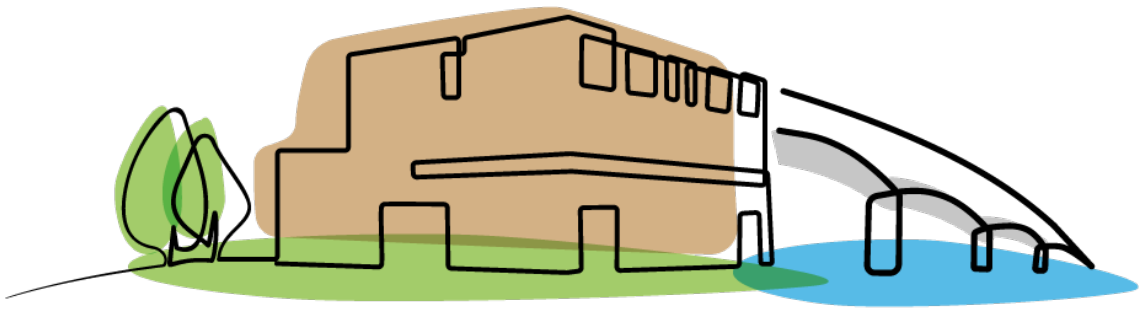


Valentine Primary School



# RE Curriculum



Agreed syllabus - Living Difference IV (2022)



# RE CURRICULUM

## Background and Local Context

Valentine Primary School adopts the 'Living Difference IV' (2021) Agreed Syllabus for schools in Hampshire, IOW, Portsmouth and Southampton. Informed by educational research, it has been developed to its current iteration since 2004.

Living Difference IV makes clear that the syllabus intends to make an education contribution to the lives of children and young people in how they come to speak, think and act in this world. It seeks to introduce children to what a religious way of looking at, and existing in the world may offer in leading one's life, individually and collectively.

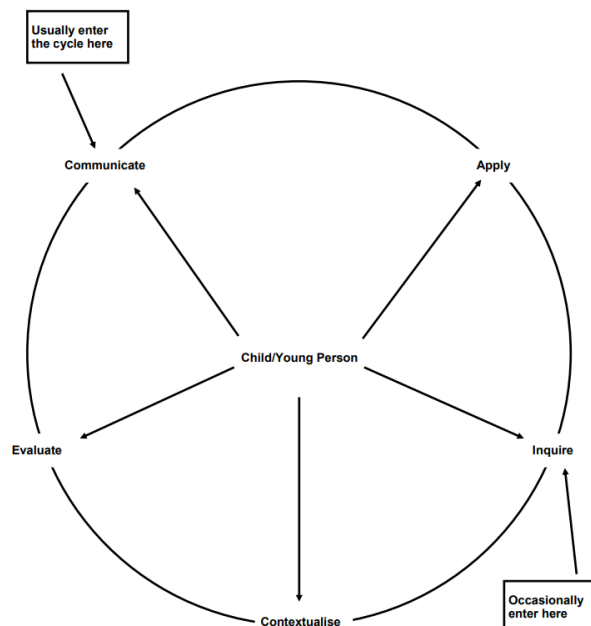
Living Difference IV sees that religious education should always be concerned with three different domains of purpose:

<b>Qualification</b>	Concerned with the presentation and acquisition of knowledge and skills - essential for children to be able to act within the world with knowledge and skilful understanding.
<b>Socialisation</b>	Concerned with introducing children to different traditions and practices as to provide them with a sense of orientation in the world - inviting them to find their own place within it.
<b>Subjectification</b>	Encourages children to become subjects in their own life. Enabling pupils and supporting their freedoms in meaningful and responsible ways.

## Planning

Throughout our lesson plans and connected lesson visuals, pupils are presented with layered content that builds understanding over time. We know that pupils presented with disconnected information in lessons cannot build fluency or apply the knowledge and skills in meaningful contexts.

The RE curriculum at Valentine is a spiral curriculum, the spiral approach seeks to bring about a coherent and integrated approach to religious education that deepens and broadens over time. To support this approach, units of learning are taught as *concepts* through the cycle of enquiry. There are three groups of concept words - **A** (concepts shared within as well as outside religions and religious experiences), **B** (concepts that are shared across religions and religious traditions) and **C** (concepts distinctive to particular religions and religious traditions). As the children of Valentine move through the school they will encounter all three groups of concepts.



**“In reality, there are as many religions as there are individuals.”**

Mahatma Gandhi

## Experiential learning

Valentine serves a diverse pupil population and many of our children speak English as an additional language. To ensure that pupils can progress, a heavy emphasis is placed on language and terminology study. Lessons begin with word banks and visual representations to support cognitive understanding.

At Valentine our approach to teaching religious education has three important moments: an experiential moment, an intellectual moment and a moment of discernment.

**Experiential moment** - religious education always starts with real and concrete situations and encounters, and also makes room for the different ways in which children experience what they encounter. *(Communicate)*

**Intellectual moment** - children engage in systematic and informed ways with the different dimensions, manifestations, words and concepts of religious tradition and practices. To deepen and broaden their understanding and ensure that they are knowledgeable and informed. *(Inquire and Contextualise)*

**Moment of discernment** - acknowledges the diversity of experiences that children have, so that, over time religious education can make a positive contribution to the ability of children to discern how all this might matter in their own lives. *(Evaluate)*

## Assessing pupil progress in RE

Teachers continually employ formative assessment to understand how pupils are knowing more and remembering more.

Each lesson, across the curriculum, begins with re-capping of the previous component lesson. Quick fire questions are answered verbally, in books or in groups.

Quizzes, delivered through IT and plenary activities, further demonstrate the knowledge pupils' have acquired. This example of low-stakes testing supports teachers in making balanced decisions on when to recap and repeat knowledge to ensure that it is fully embedded.

Living Difference IV provide end of year expectations (EYEs) statements, these outline what children are expected to have encountered in each year. EYEs are used to describe what children will have experienced and as a consequence be able to demonstrate within their learning at the end of a unit.