



## Kingsclere CE Primary School

### Religious Education Progression of Skills

At Kingsclere CE Primary School, we follow Living Difference IV – the agreed Hampshire Syllabus. We use Understanding Christianity to support and underpin our teaching.

*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 ([see Living Difference IV and religion](#)).

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 (religion as truth); the idea that to live a religious life means to adhere to certain practices (religion as practice); and the idea that to live a religious life is characterised by a particular way of being in and with the world, with a particular kind of awareness of, and faith in, the world and in other human beings (religion as existence).

#### **Intent:**

As a Church of England school, Religious Education has a unique place as a central subject at Kingsclere. We aim to provide children with knowledge, understanding and respect of Christianity, principal religious traditions and beliefs and world-views represented in a global society. Through following the Hampshire Agreed Syllabus – Living Difference IV, underpinned by Understanding Christianity. We encourage children to enquire and explore as to promote their spiritual, moral, social and cultural development. We hope to promote an environment where all children feel known, accepted, and valued as individuals, within a caring community.

#### **3 Key Words:**

- Views
- Reflection
- Consideration

## **Implementation:**

We use Living Different IV, supported and underpinned by the resources of Understanding Christianity. In agreement with relevant leaders, the religious traditions studied are:

- Christian Traditions
- Jewish Traditions
- Hindu Traditions
- Muslim Traditions
- Buddhist Traditions
- Non – Religious Views (Humanist Traditions - Humanism)

It is required that Early Years Foundation Stage study RE every half term.

- KS1 - Christianity is studied (and one other principal religion in some depth)
- KS2 – Christianity is studied (and two other principal religions in some depth)

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Key Skills</b>	Learning focuses on concepts within children's own experiences to build foundational knowledge for later learning	Pupils begin to understand key religious concepts, focusing on Christianity and often other traditions like Judaism, through age-appropriate resources.	Learning progresses to explore a wider range of religions and beliefs in more depth, including Dharmic religions (Hinduism, Buddhism, and Sikhism), and develops deeper theological and cultural understanding.	Learning progresses to explore a wider range of religions and beliefs in more depth, including Dharmic religions (Hinduism, Buddhism, and Sikhism), and develops deeper theological and cultural understanding. This may include a non-religious faith or world view.
<b>Concepts</b>	Experience at least on golden thread concept or word <i>Love, Special, Community, Belonging</i>	Explore, study and discern in value in relation to the four golden threads. <i>Love, Special, Community, Belonging – 2 each year</i>	Explore, study and discern in value in relation to the four golden threads. <i>Love, Special, Community, Belonging – 2 each year</i>	Explore, study, and confidently discern value in relation to the four golden threads, applying insights to wider contexts. <i>Love, Special, Community, Belonging – 2 each year</i>
<b>Communicate</b>	Communicate or express creatively in response to newly introduced concepts or vocabulary, linking to their own experiences.	Children can talk about and describe, in their own words, their responses to experiences and concepts studied, expressing these creatively where appropriate.	Children can describe and reflect on their responses to experiences of concepts and vocabulary, explaining what they think or feel in relation to them.	Children can confidently explain their own responses and experiences in relation to concept and vocabulary being explore.

<b>Apply</b>	Listen and respond to others about their experiences. Communicate or express their own experiences creatively.	Children can recognise and identify examples of how their responses relate to their own lives and those of others.	Children can recognise and describe how their responses relate to their own lives and the lives of others, and can give examples of how these responses can be applied in different traditions and situations.	Children can give examples and reasons to their responses and how this can be applied to their own lives.
<b>Inquire</b>	Express creatively how newly introduced concepts/vocabulary can link to the world around them.	Simply describe what has been taught about how the concept/word and how it is used in the tradition studied.	Children can accurately describe the meanings of concepts and vocabulary taught, including key concepts that are common to all people as well as those that are important in the lives of many living a religious life.	
<b>Contextualise</b>	Communicate or creatively express what the newly introduced concept/vocabulary can mean to different traditions.	Simply describe what has been taught about the concept/word and how it is used in the tradition studied.	Describe some different ways in which the concepts or words are shown in the lives of people encountered and studied, and explain how these concepts are contextualised within the beliefs, practices, and ways of life of people living a religious life in the religion studied.	Accurately describe the way concepts and traditions studied are contextualised within the beliefs and practices of people living a religious life.
<b>Evaluate</b>	Begin to discern something of value in	In simple terms, children discern the value of	Discern and describe the value of these	Discern the value of these concepts/words in the lives

	<p>relation to the newly introduced concept/word.  <i>Discussion, circle time, role play</i></p>	<p>concepts or words for people in the traditions studied as well as for their own lives and communities.</p>	<p>concepts/words 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 for their own lives and communities.</p>	<p>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.</p>
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