



The purpose of the agreed syllabus for teaching RE in Hampshire is:

'Living Difference III 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.

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).

These three ways of conceptualising religion also relate to different theological positions and may be found as overlapping to different extents within any particular religious tradition.'

Our vision at Brockenhurst C of E Primary School:

At Brockenhurst C of E Primary School, we believe the teaching of RE should allow children to explore and reflect on their own way of life and develop an understanding of religious and non-religious ways of living. Through RE lessons, the children should be encouraged to ask questions and recognise that different people respond in different ways to their questions.

We aim to:

- Allow children to develop a secure understanding of the Christian faith.
- Help the children to learn about and build respect of other religions, understanding differing religious traditions and cultures.
- Value and reflect on their own faith and beliefs and introduce them to other faiths within and outside of our community.
- Through links with the Church, allow the children the opportunity to experience places of worship.
- Progress the children through religious concepts, increasing in complexity throughout their primary education.

Progression of Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communicate	Children can talk about their own	Children can describe in simple terms their	Children can begin to describe their own	Children can describe their own responses	Children and young people are	Children and young people can explain



	responses to their experiences of the concepts explored.	responses to their experiences of the concepts studied.	responses to the human experience of the concepts studied.	to the human experience of the concepts studied.	beginning to explain their own response to the human experience of the concept explored.	their own response to the human experience of the concept explored.
Apply	They can identify how their responses relate to events in their own lives.	They can identify simple examples of how their responses relate to their own lives and those of others.	They can begin to describe examples of how their responses are, or can be, applied in their own lives and the lives of others.	They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.	They are beginning to explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.	They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
Enquire	They can identify and talk about key concepts explored that are common to all people (Group A concepts).	They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts.	They can begin to 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).	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).	Children and young people are beginning to 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).	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 recognise that the concept is expressed in the way	They can simply describe ways in which these concepts are expressed in the	They can begin to describe how these concepts are contextualised within	They can describe how these concepts are contextualised within some of the	They can begin to explain how these concepts are contextualised	They can explain how these concepts are contextualised



	of life of the people studied..	context of the ways of life of people living a religious life in the religion studied.	some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	within the beliefs and/or practices and/or the ways of life of people living a religious life in the religion studied.	within the beliefs and/or practices and/or the ways of life of people living a religious life in the religion 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.	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.	They can begin to 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.	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.	They can begin to evaluate the concepts by explaining their value to people living a religious life by drawing and 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.	They can evaluate the concepts by explaining their value to people living a religious life by drawing and 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.