

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

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.

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 Brookenhurst C of E Primary School:

At Brookenhurst C of E Primary School, we believe that the teaching of Religious Education (RE) should enable children to explore and reflect on religious and non-religious worldviews, and to develop an understanding of how these influence the way people live. Through RE lessons, children are encouraged to enquire, ask thoughtful questions, and recognise that people may respond in different ways to similar questions about meaning, belief, and existence.

We aim to:

- Enable children to develop a secure understanding of the Christian faith and its place within a living tradition.
- Support children in learning about and developing respect for a range of religions and worldviews, understanding their diversity, practices, and beliefs.
- Encourage children to reflect on their own beliefs and values, and to consider how these relate to wider religious and non-religious perspectives.
- Through links with the Church and the wider community, provide opportunities for children to encounter and reflect on places of worship and lived religion.
- Develop children's understanding of key religious concepts, progressing in depth and complexity throughout their primary education, in line with an enquiry-based approach.

RE in the Early Years Foundation Stage

In Pre-school and Reception, Religious Education is taught through the Early Years Foundation Stage curriculum, particularly within *Understanding the World: People, Culture and Communities*. Children are encouraged to explore their own experiences, family traditions, and the beliefs and celebrations of others.

Learning is delivered through a balance of adult-led discussion, storytelling, purposeful play, and first-hand experiences. This supports children in developing early understanding of different beliefs and practices, including familiar Bible stories and Christian celebrations, alongside festivals and customs from a range of religions and worldviews represented in their community and beyond.

In line with EYFS Early Learning Goals, children develop awareness of similarities and differences between themselves and others, and begin to understand the importance of respect, kindness, and care for others. These foundations support their developing understanding of people, culture, and communities.

The enquiry approach used in *Living Difference IV* is introduced in age-appropriate ways through simple experiences where children talk about stories, celebrations, and special places, ask questions about what they notice, and begin to express their own ideas about what is important to themselves and others. This lays the foundation for later conceptual thinking and RE enquiry in Key Stage 1.

Progression of Skills

	Pre-school	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communicate	Children can talk about their own experiences and feelings linked to special times, people and celebrations. They begin to talk about familiar stories, including	Children can talk about their own responses to stories, celebrations and experiences linked to religious and cultural traditions, including	Children can describe in simple terms their responses to their experiences of the concepts explored.	Children can describe in simple terms their responses to the concepts studied.	Children can begin to describe their own responses to the human experience of the concepts studied.	Children can describe their own responses to the human experience of the concepts studied.	Children and young people are beginning to explain their own response to the human experience of the concept explored.	Children and young people can explain their own response to the human experience of the concept explored.

	simple Bible stories.	familiar Bible stories.						
Apply	Children can recognise links between what they are learning and their own family experiences, customs and celebrations. They can talk about ways to be kind and respectful to others.	Children can identify simple ways that ideas explored in stories or celebrations relate to their own lives and the lives of others, including how people show kindness and respect.	Children can identify simple examples of how their responses relate to their own lives and those of others.	Children can begin to describe examples of how their responses can be applied in their own lives and the lives of others.	Children can begin to describe examples of how their responses are, or can be, applied in their own lives and the lives of others.	Children 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.	Children can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
Enquire	Children can ask simple questions about stories, celebrations, customs and the ways people live.	Children can ask questions and talk about ideas that are important to people, including beliefs, celebrations, customs and special places.	Children can describe in simple terms key concepts explored that are common to all people (Group A concepts).	Children can describe key concepts that are common to all people (Group A concepts) and begin to recognise concepts that are important to people living a religious life (Group B concepts).	Children 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).	Children 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 Children 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 Children can describe some key concepts that are particular to the specific religions studied (C concepts).

							concepts that are particular to the specific religions studied (C concepts).	
Contextualise	Children can notice similarities and differences between themselves and others, including family traditions, celebrations and ways people show kindness.	Children can recognise that people have different beliefs and celebrate special times in different ways, including Christian celebrations and can talk about similarities and differences between themselves and others.	Children can simply describe ways in which these concepts are expressed in the lives of people living a religious life in the religion studied.	Children can describe how these concepts are expressed through some beliefs, practices or ways of life of people living a religious life.	Children can begin to describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	Children can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	Children can begin to explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religion studied.	Children can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religion studied.
Evaluate	Children can talk simply about what they like or find interesting about a story, celebration, festival or experience and how it might	Children can talk about why stories, celebrations or special places might be important to people and begin to share	Children can talk about the human experience of the concept in simple terms and begin to recognise why it may be	Children can begin to evaluate the human experience of the concepts by describing their value to people and recognising	Children can begin to evaluate human experience of the concepts by describing their value to people and through	Children can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can	Children can begin to evaluate the concepts by explaining their value to people living a religious life by drawing on examples.	Children can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so

	make people feel.	their own ideas about them.	important to people.	some questions or issues they raise.	dialoguing with others can recognise, identify and describe some issues raised.	recognise, identify and describe some issues raised.	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.	identify and describe in increasingly complex ways some of the issues they raise.
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