

Living Difference IV

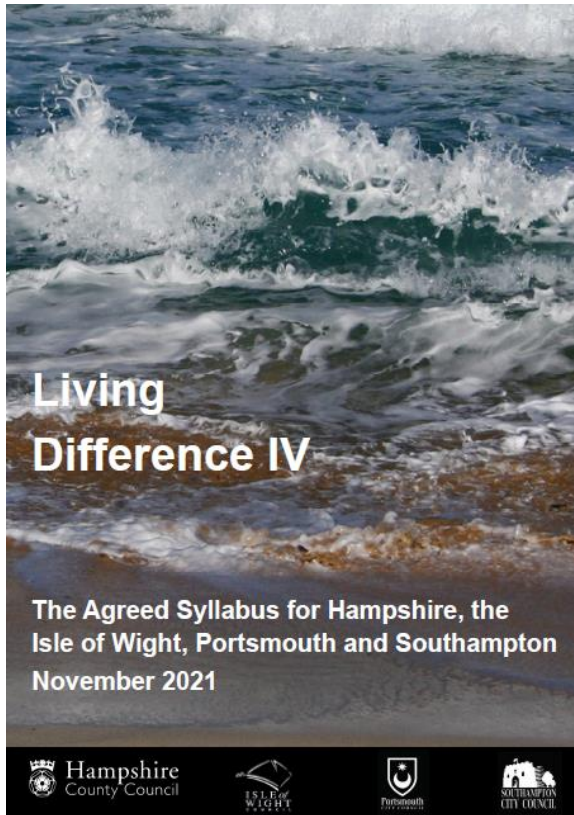
Presentation to London SACREs

8th September 2022

Dr Patricia Hannam: patricia.hannam@hants.gov.uk

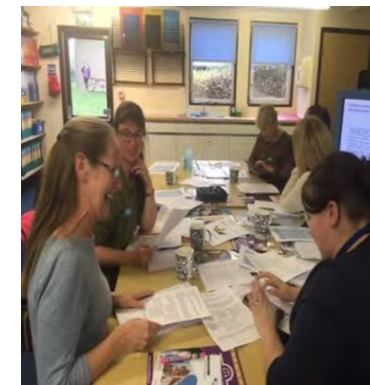
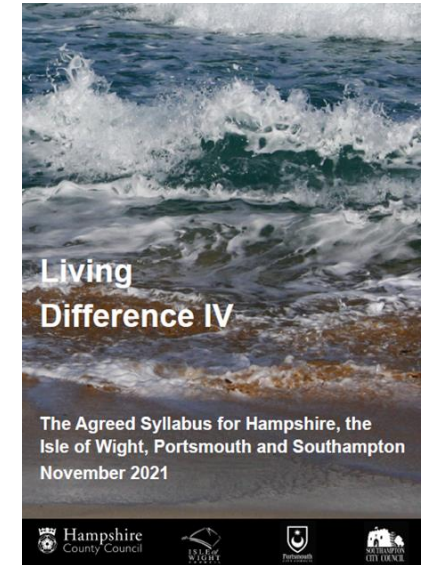
Justine Ball @ Justine.Ball@hants.gov.uk

County Inspector/Advisers RE, History & Philosophy



Living Difference IV

- Introduce Living Difference IV
 - Including the review process
 - Similarities and differences between LDIV and LDIII
- Access to updated Resources and teacher support
- Indication of costs



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



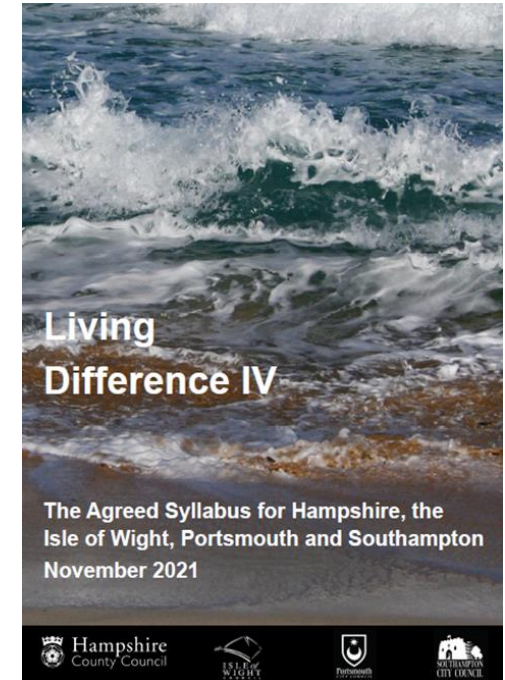
Living Difference IV

‘The Living Difference’ Approach to RE (v4) – almost 20 years

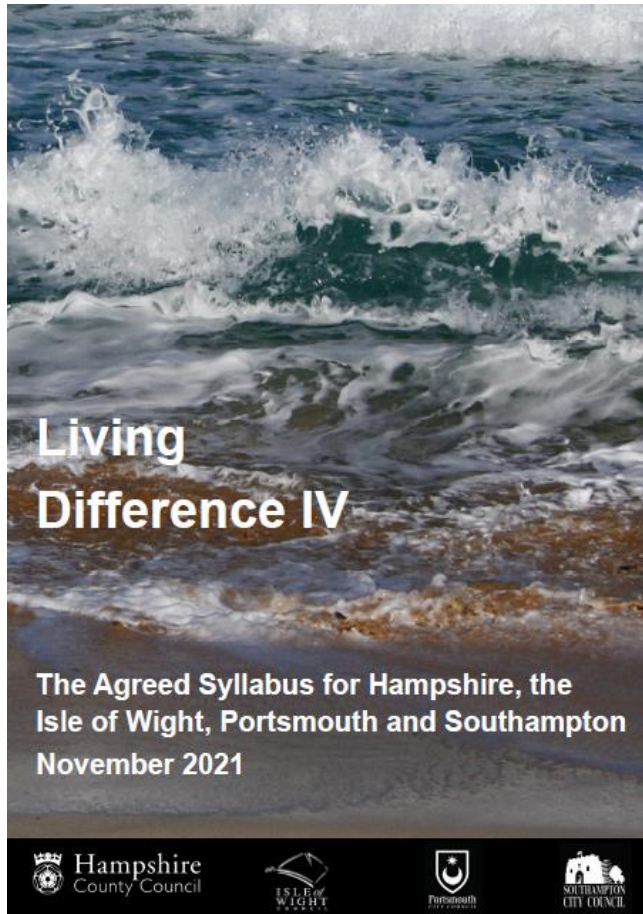
- * Thoroughly research based – intellectually strong
- * Building on over 40 years legacy of inspirational RE
- * Developed with teachers and scholars together

Distinctive features:

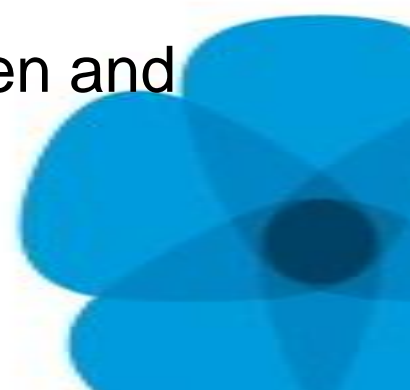
- Clear **purpose statement** (as *LDIII*)
- Clear **process** for teaching RE
- Clear **explanation** of how to make curriculum
- Clear **advice to teachers** how to ensure children’s **progress** over time (End of Year Expectations – EYEs)
- Clear **educational underpinning** – see appendix



Living Difference IV: Distinctive new 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 their own interests



The Purpose Statement: unchanged

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.



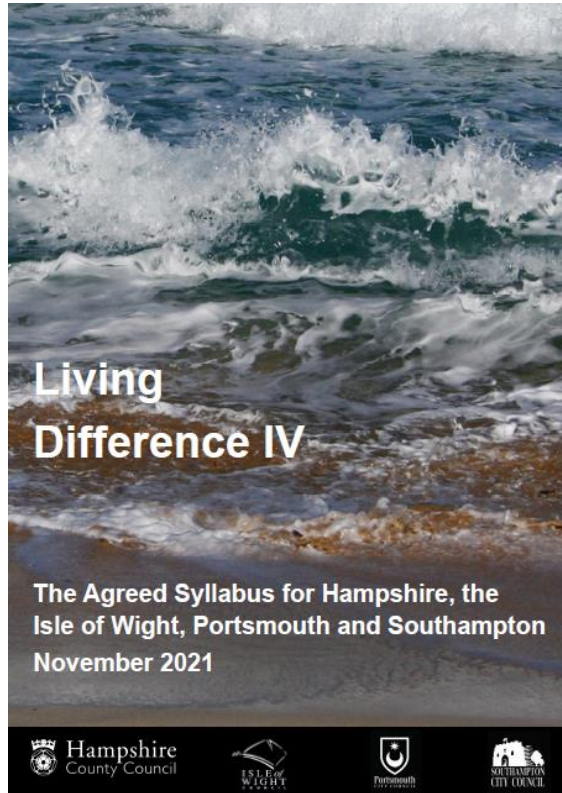
The Purpose Statement

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 Statement

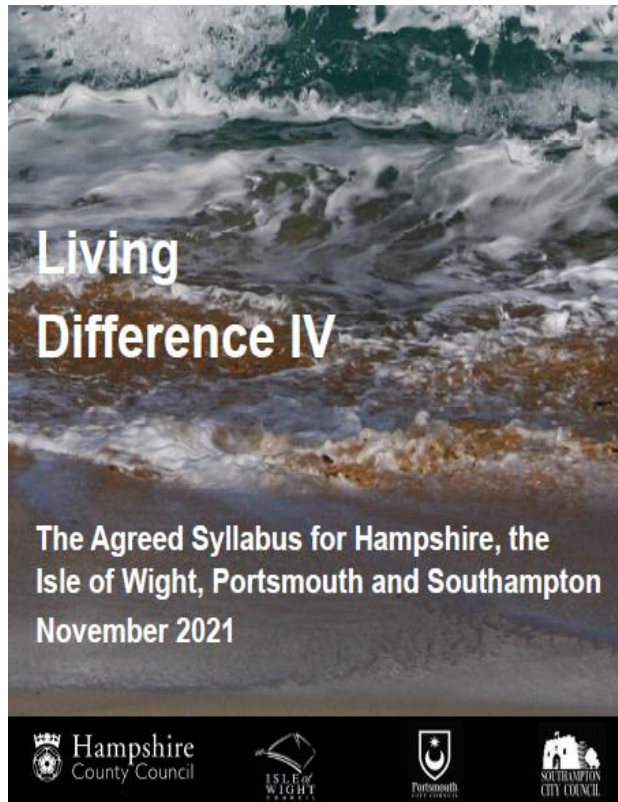


Religious education in Hampshire, Isle of Wight, Portsmouth and Southampton intends to play an *educative* part in the lives of children and young people as they come to *speak, think and act in the world.*



Living Difference IV

What does it offer?



LDIV offers a set of principles for teaching RE and curriculum making

*“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 : Hampshire version Foreword)

N.B. Any authority adopting LDIV would be able to make their own cover and write its own foreword.



Living Difference IV:

4 key principles for teaching and curriculum making better articulated

1. Children and young people are at the heart of what we do educationally.
2. Teachers and teaching are central to ensuring RE is educational *(see LDIV and Education Appendix)*
3. What it means to live a life with a religious (or other) orientation is not one thing *(see LDIV and Religion Appendix)*
4. Words / concepts form an organic way to organise spiral curriculum-making, and to sequence materials to be brought to the classroom for children and young people to encounter and study.



Living Difference IV:

principles for teaching and curriculum making

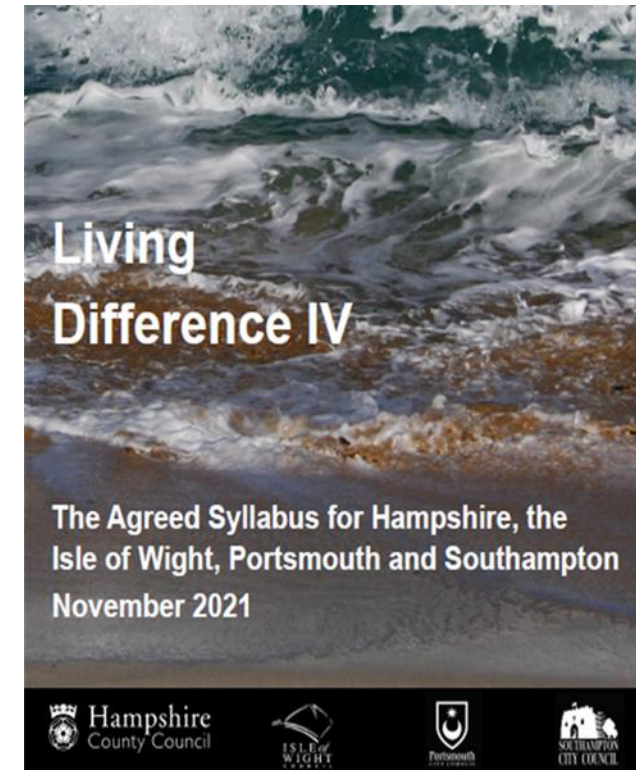
1. Children and young people are at the heart of what we do

What are we trying to do in RE?

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

“ ... play an educative part in the lives of children and young people as they come to speak, think and act in the world.”

(LDIV: The Purpose of Religious Education. p.2)



Living Difference IV:

principles for teaching and curriculum making

2. Teachers and teaching are central to ensuring RE is educational (see LDIV and Education Appendix)

How are we going to achieve what we set out to do?

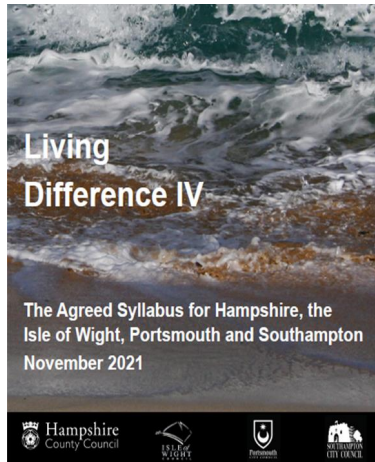
“ This entails teachers bringing children and young people first to attend to their own experience and that of others, to engage intellectually with materials that is new and to discern with others what is valuable with regard to living a religious life or one informed by another perspective”

(LDIV: The Purpose of Religious Education. p.2)



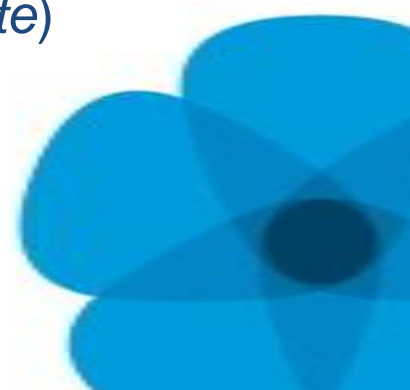
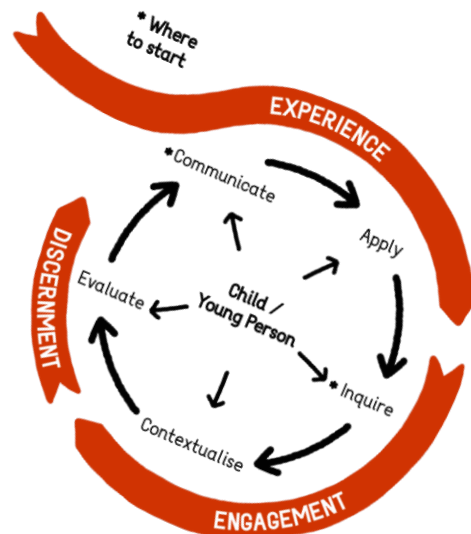
Living Difference IV

teaching – the cycle of enquiry - simply articulated



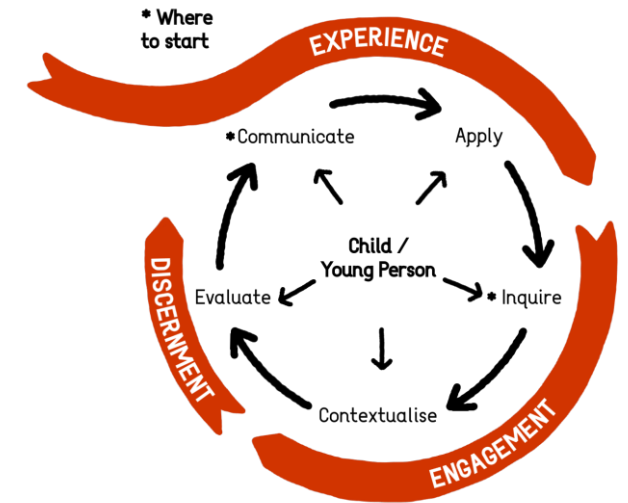
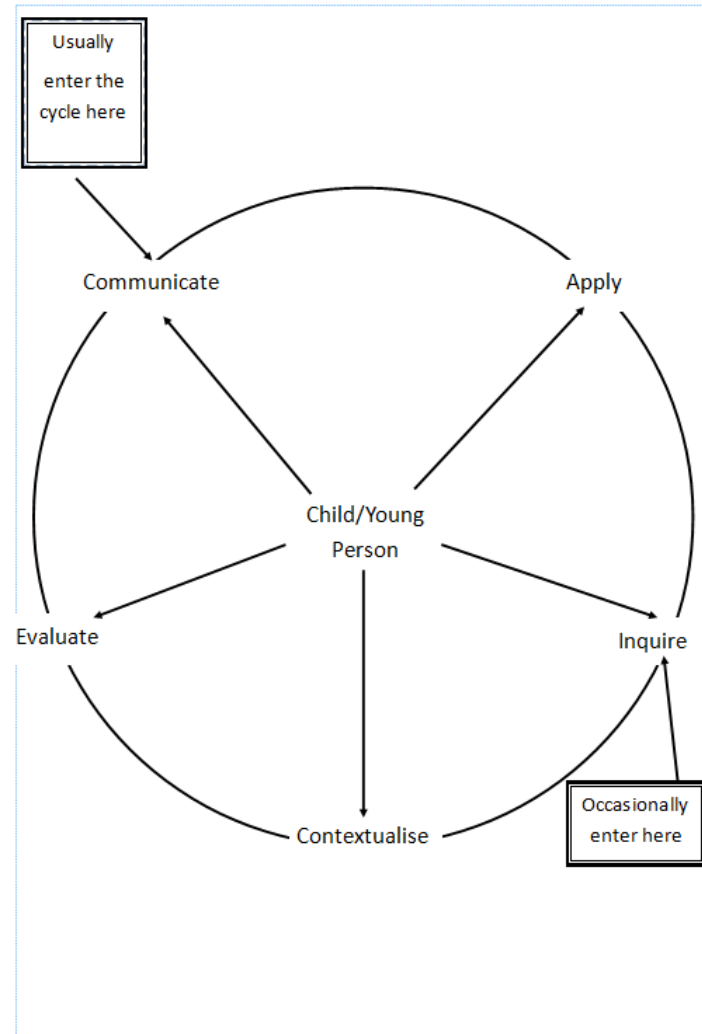
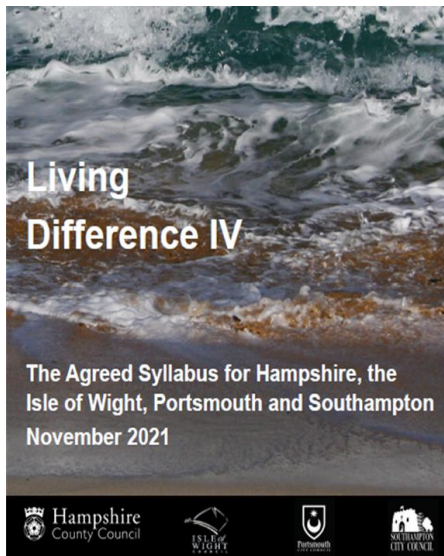
A way of teaching across a sequence of lessons

1. ... teachers bring children to **attend to their own and others' experience** (before and at *Communicate and Apply*)
2. ... teachers bring children to engage and study with **intellectual open-mindedness** (at *Inquire and Contextualise*)
(this is where 'Ofsted' *substantive knowledge* and vocabulary taught using many 'ways of knowing')
3. ... teachers brings children and young people to **discern** value for their own and others existence in the world (at *E-evaluate*)



Living Difference IV

A way of teaching across a sequence of lessons



Living Difference IV:

no change regarding the approach to religion

3. What it means to live a life with a religious (or other) orientation is not one thing: (see LDIV and Religion Appendix)

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).

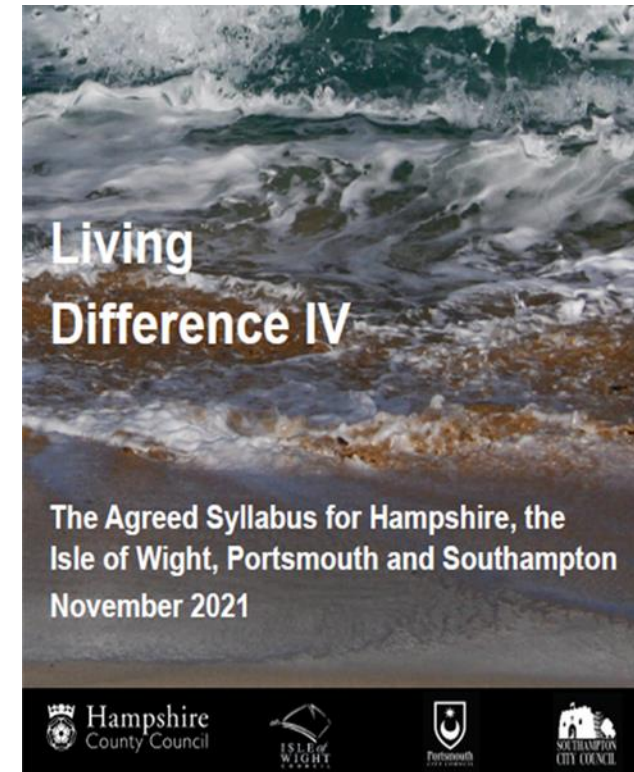
(LDIV: The Purpose of Religious Education. p.2)



Living Difference IV:

no change regarding how to make curriculum

4. Words / concepts form an organic way to making curriculum and sequencing materials to be brought to the classroom.



Living Difference IV:

4. Words / concepts form a framework for making curriculum and sequencing materials to be brought to the classroom.

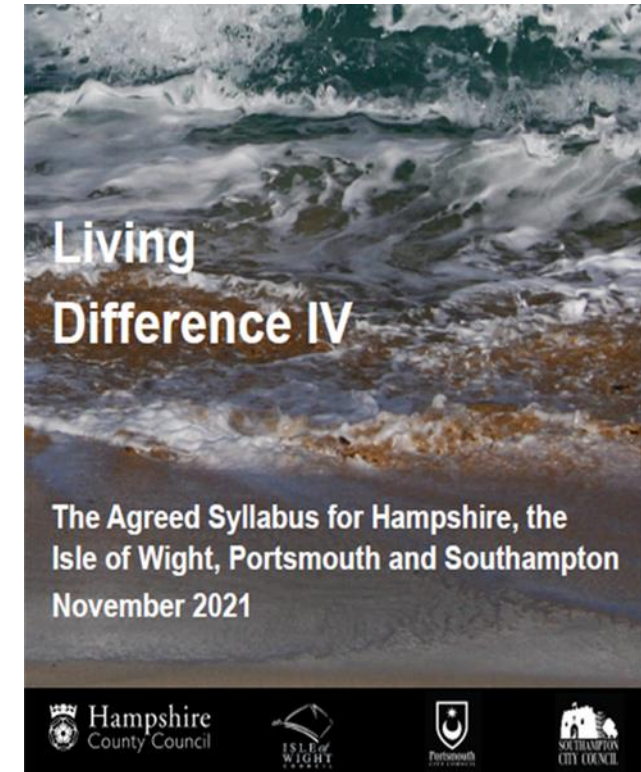
LDIV has a common language across Key Stages

‘Golden thread’ words = Community, Belonging, Love, Special

A course of study: over a key stage

A unit of study: several sequences (cycles of enquiry)

Each cycle of enquiry: sequence of lessons organized around a concept/word



Living Difference IV :

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](#).

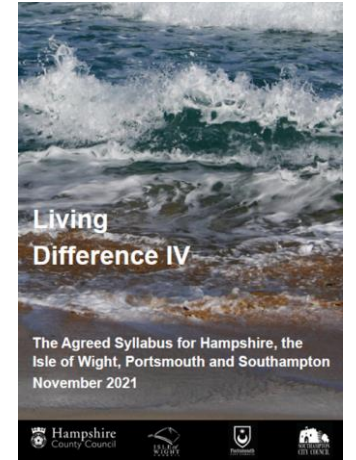
A: concepts/words shared within as well as outside of religions and religious traditions.

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

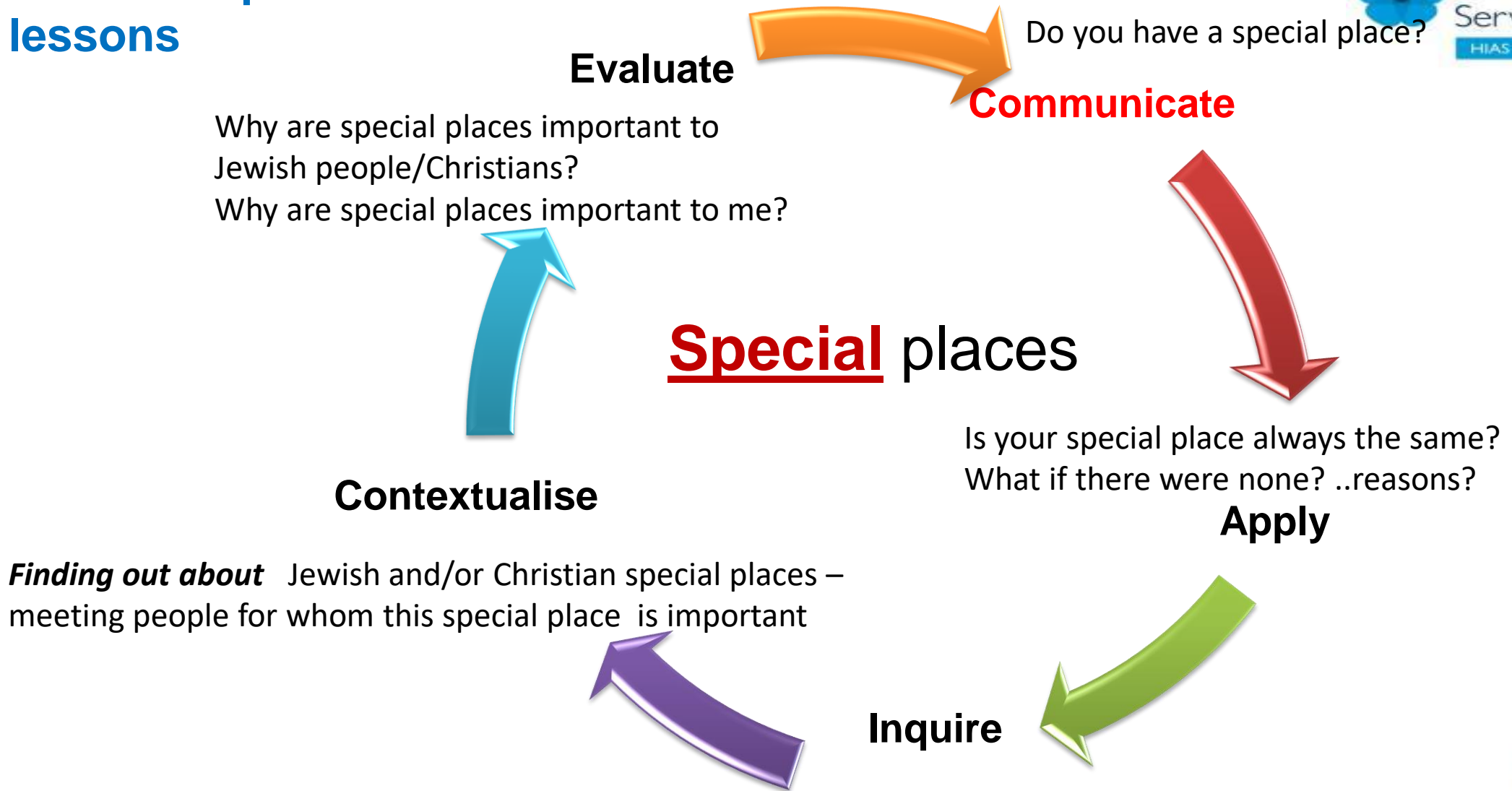
Living Difference IV identifies four A group concepts/words that will thread through the curriculum to enable continuity across key stages – especially between KS2 and KS3 *(one of the issues identified in the review)*

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

C: concepts/words distinctive to particular religions and religious traditions.



Year 1: sequence of lessons



N.B. As children get older more substantive knowledge and vocabulary is introduced here for increasingly complex study and investigation.



LDIV: Religions and other traditions to be engaged with at each key stage*

*open for adjustment in the London edition of LDIV

What it means to live life in the Christian traditions will be included in each year group at each key stage and will usually be studied for proportionately more time than any other single religious tradition or non-religious perspective, in any year. Abrahamic and Dharmic (see *Notes*) traditions must both be studied.

Key Stage 3

- Young people are required to engage with and study in more depth aspects of what it means to live life in the Christian traditions as well as depth studies of at least two additional religious traditions. Abrahamic and Dharmic traditions (see *Notes*) must both be studied. Overview studies will also be included in KS3 which allow for more traditions, as well as non-religious ways of life. Teachers planning KS3 curriculum should link with feeder primary subject leaders to ensure sequential curriculum making across KS2 and KS3. Although not compulsory this syllabus advocates a three-year KS3 across Years 7, 8 and 9.



Resourcing Living Difference IV

Hampshire RE Moodle : FREE and open access

https://re.hias.hants.gov.uk

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You are currently using guest access (Log in)



Living Difference IV

[Click here to view/download Living Difference IV](#)

HIAS Religious Education Moodle

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Living Difference IV: revising plans, teaching packs and your school websites
by RE Moodle administrator - Tuesday, 30 November 2021, 8:24 AM

With the launch of *Living Difference IV* on 30 November 2021, the HIAS RE team is in the process of updating all plans, websites and teaching packs accordingly, including the use of end of year expectations (EYEs) to assess children's progression.

This is a significant piece of work and will be achieved over the coming months. During this transition phase, whilst familiarising yourself with the new syllabus, please continue to use your existing plans and teaching packs.

Link to *Living Difference IV* is here. We ask schools to please check that you have links to the syllabus on your school websites from January 2022 and to check that you are up to date by referring to *Living Difference IV* in your RE policy and curriculum overviews. Schools will need to take time to plan and implement the syllabus and we ask that you do this during this academic year, ready for September 2022 onwards.

Please email any queries to re.centre@hants.gov.uk.

Permalink

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CPD support for teaching RE from the HIAS RE team
by RE Moodle administrator - Monday, 26 March 2018, 3:02 PM

[Learning Zone booking page](#)

[RE training catalogue and courses page](#)

Please note that some of the training below will be delivered virtually:

[HIAS Moodles home](#)

[RE Moodle home](#)

[Living Difference IV](#)

[Pondering time](#)

[Open resources](#)

[Moodle+](#)

[Moodle+ preview](#)

[Course materials](#)

[Climate Crisis Project](#)

[RE courses](#)

[RE website](#)

[HIAS
Religious
Education
Moodle
\(hants.gov.uk\)](#)



Foundation Stage – ‘Looking Forward’

<p>Year: R</p> <p>Term: Summer 2</p>	<p>Theme/Unit: Transition</p>	<p>RE FS</p>
<p>Intended learning outcomes:</p> <p>Children will be able to:</p> <p>Step 1 Share their own experience of <i>looking forward</i></p> <p>Step 2 listen to others talk about how <i>looking forward</i> relates to their own lives</p> <p>Step 3 begin to identify how <i>looking forward</i> relates to everyone</p> <p>Step 4 begin to recognise the story of the Prodigal Son <u>which looks forward</u> in the context of Christianity</p> <p>Step 5 Reflect on <i>looking forward</i> and why it is important to many Christians. Is it important for them?</p> <p>Assess using the EYFS Early Learning Goals</p>	<p>Key concept: Looking forward</p> <p>Sequence of activities:</p> <p>Step 1 – Communicate:</p> <p>In a group discuss with the children how they moved from nursery to school - <i>what did they do to help them get ready for their new school?</i> Eg: teacher visited you at home, you visited the school to <u>play</u> and teachers visited the nurseries and pre-schools.</p> <p>Step 2 – Apply:</p> <p>Discuss: <i>How did you feel about moving from their nursery/pre-school to the school you are in now?</i> Draw a picture of nursery and of school then write underneath how they felt for example <i>worried, excited, scared, upset ...</i></p> <p>Step 3 – Inquire:</p> <p>Read the story of <i>We're going on a Bear Hunt</i> to the class – act out using the different natural resources, children to wear wellington boots to do this. At the end of the story discuss with the children how the characters kept looking forward even though they didn't know what was going to happen next. <i>How do you think they felt? Scared, worried, curious, excited? We can feel like this when we have to move forward to somewhere new.</i></p> <p>Step 4 – Contextualise:</p> <p>Look at some stories on <i>looking forward</i> within Christianity.</p> <p>Use an infant bible; download onto an <u>ipad</u> – Bible app for kids - the story of the parable of the Prodigal Son (on app it is called <i>Coming home</i>).</p> <p>Discuss how the father and the son moved on from the mistakes of the past. <i>The father forgave his son, gave him a hug and then threw a big party to celebrate him coming home. The son or the father did not look back to the mistake instead they moved forward together.</i></p> <p>Activity: Make a puppet show of the story of the Prodigal Son and act out together.</p> <p>Step 5 – Evaluate:</p> <p>Discuss: <i>why it is important for the father and son to look forward?</i> Tell children it is because they did not keep thinking about the past, the father forgave the son and they looked forward.</p> <p>Discuss: <i>why it is important for them to look forward?</i> Tell children it is because they need to learn new skills, make new friends, have different <u>adventures</u> and grow in their new experiences at school.</p>	
<p>Assessment opportunities:</p> <p>Apply – draw a picture and write about what they felt.</p> <p>Contextualise – take part in a puppet show and tell the story of <i>looking forward</i> in the Prodigal Son.</p>	<p>Resources:</p> <ul style="list-style-type: none"> <i>We're going on a bear hunt</i> by Michael Rosen [ISBN 978-0744523232] <u>ipad</u> – Bible app for kids <u>Worksheet</u> for apply. Resources to make puppets. 	<p>Vocabulary (in bold) and knowledge building blocks</p> <p>Children will learn that:</p> <ul style="list-style-type: none"> Christians are people who follow Jesus as a teacher Jesus told many stories to help his followers know how to behave The Prodigal son is a story he told about a young man who spent far too much money and left home His father was very upset but forgave him everything when the son returned home The father and son looked forward instead of backwards Christians use this story to look forward and to forgive people



Recommended exemplar three-year Key Stage 3 long-term plan

Comprising nine units of study: three or four overview studies + four or five depth studies.

Depth studies = two/three Christian + one/two Dharmic + one/two Abrahamic

(Golden thread concepts/words in bold.)

	Autumn	Spring	Summer
Year 7	<p>Introductory overview study</p> <p>Community Belonging Sacred/Special</p> <p>This is a transition unit of study where secondary teachers pick up the threads from young people's primary experience.</p>	<p>Depth study 1: Christianity A</p> <p>Agape/Love God Church/Community</p> <p><i>Christianity 1 pack available to purchase from Hampshire RE Centre.</i></p>	<p>Depth study 2 into second religious tradition.</p>
Year 8	<p>Overview study 2</p> <p><i>Inspirational people</i></p> <p>For example Martin Luther King Jr, studied through enquiry into <i>Love, Freedom, and Justice</i>.</p>	<p>Depth study 3: Christianity B</p> <p>Forgiveness Reconciliation</p>	<p>Self-directed pondering time study</p> <p>or</p> <p>Depth study 4 into third religious tradition (possibly one also studied also at GCSE).</p>
Year 9	<p>Self-directed pondering time study</p> <p>or</p> <p>Depth study 5: Christianity C</p> <p>Authority Prayer Grace</p> <p>or overview study 3</p>	<p>Depth study 5/6 into possible fourth religious tradition.</p>	<p>Overview study 3/4: for example climate crisis, medical ethics, conflict and peace.</p>



By the end of Year 7:

In an age-appropriate way through a well-made KS3 curriculum that is taught well young people in Year 7, at the beginning of the secondary phase of education, will have encountered, studied and had the opportunity to discern value (across Year 7 and Year 8) in relation to *each of the four golden thread words/concepts of belonging, community, special, love* and other A, B and C group words/concepts chosen by the teacher, as well as those chosen by young people themselves (pondering time).

Consequently, young people can:


At Communicate	... <i>respond creatively as well as offer explanations</i> for their response to their own experiences of the words/concepts introduced.
At Apply	... <i>explain examples of</i> how their responses relate to events in their own and other people's lives.
At Inquire and Contextualise	<p>... <i>accurately explain meanings of words/concepts</i> in the traditions encountered and studied (taught at the Inquire step).</p> <p>... <i>accurately explain</i> the way the words/concepts in the traditions encountered and studied, impact the lives of those in the traditions with examples (taught at the Contextualise step).</p> <p>... <i>appreciate how the words/concepts interact together</i> to influence the way people think and speak and act in the world.</p>
At Evaluate	<p>... <i>discern value</i> of these words/concepts in the lives of those living in the traditions encountered and studied, as well recognising some of the issues this might raise articulating the value of their interconnections.</p> <p>... <i>discern possible value for</i> their own lives and communities and how this might influence how they speak, think and act in the world (not usually assessed through summative assessment).</p>



Beginning to use the planning template

(See RE Moodle Open access)

F

Living Difference IV: Unit of Study overview		 <p>Hampshire Services HIAS SCHOOL IMPROVEMENT</p>
Year group(s) 3/4	Where this unit fits in (term(s) studied)	
Overarching question for the Unit of study:		
Key concepts/words for each cycle of enquiry:		
Additional vocabulary young people will be able to use because of the teaching in this unit:		
Knowledge to be taught (especially at Inquire and Contextualise)	How vocabulary and knowledge link together with earlier units	
Because of the teaching in this unit, young people will be able to: = (see LDIV EYEs)		Opportunities to check progress (formative and summative):





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.





Foundation Stage and Key Stage 1 publications

RE in the Foundation Stage RE021b

REVISED This useful pack links *Living Difference III* with the 2021 EYFS framework over five units on these concepts:

- **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.



£20

Special clothes RE023

The concept **special** is of great importance for young children in the Foundation Stage and KS1.

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.



£15

Janmashtami RE013

A valuable teaching pack to support a unit on the Hindu festival of Janmashtami (Krishna's birthday), based on the concept **remembering**.

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.



£15

The festival of Holi RE012

Remembering (Vishnu) is the concept, contextualised in the lively and accessible Hindu spring festival of Holi.

This pack contains intended learning outcomes, planning, stories, activities, questions to prompt discussion – even a recipe for sweets typically eaten at Holi.



£15

Shabbat RE022

A popular topic, this pack focusses on the concept **remembering**, contextualised within the Jewish celebration of Shabbat.

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.



£15

Story RE026

The concept **story** is key to this pack (with text on CD), which contains nine stories from the major six world faiths, including:

- **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**
- as well as activities to engage children in the cycle.



£15

Stories Jesus told RE025

This booklet on the concept **storytelling** focuses on how Jesus was a storyteller and how his stories are important to Christians today. Activities include *Jesus in the Temple*, the parables of *the Good Samaritan* and *the House upon the rock*.



£15

Key Stage 2 publications

Synagogue RE027

Very useful to schools that focus on the Jewish faith, this booklet and CD pack contains three units on the following concepts:

- **Identity** contextualised in the Mezuzah and Shema
- **ritual** in the context of Sukkot
- **authority** in the context of the Torah.



£20

Islam at KS2 RE040

What does it mean to be a Muslim today? This booklet/DVD pack has four units on these concepts:

- **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.



£30

Myth RE019

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:

- **Noah and the flood**
- **Muhammed's night journey**
- **Krishna and the serpent**
- **Demeter and Persephone.**



£15

Stones as symbols RE024

The topic **Stones** provides rich opportunities for cross-curricular learning including geography, history, the creative arts and literacy. Similarly, there is plenty of scope to explore **Stones** within a religious context with a focus on the concept of **symbol**.

Here teachers can explore **Stones as symbols** for RE, in particular within Christianity, Buddhism and Islam.



£15

Trees as a symbol RE038

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.



£15

Creation for KS2 RE006

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.



£15

The Christian Story RE003

Salvation is the identified concept, contextualised in the **Christian Story** in this pack, comprised of a booklet and CD enabling engagement with the text and activities in your class. Then:

- select activities that are pitched appropriately for your children and
- provide differentiated enquiries, activities and assessment tasks.



£15

Collective worship guidance

Collective worship in county schools RE005

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.



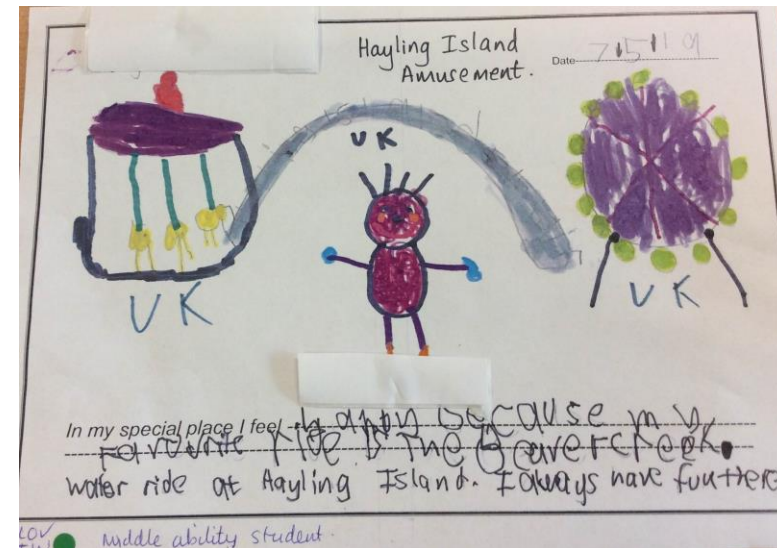
£15

RE Centre primary publications catalogue 2021

County RE Steering Groups



RE for children with Special Needs



Resourcing Living Difference IV

School level options:

Optional subscription to HIAS moodle+ (all subjects) for 22/23:

Optional subscription to Hampshire Curriculum Centres for 2022/23:

Access to HIAS Subject Moodles (Moodle+ subscription)

Prices for Hampshire schools, academies and other external schools are:

All schools with 2022/23 HTLC subscription: £350

Hampshire Maintained schools without an HTLC subscription: £420

Non Hampshire Maintained schools without an HTLC subscription: £510

(VAT will be applied to above prices where appropriate)

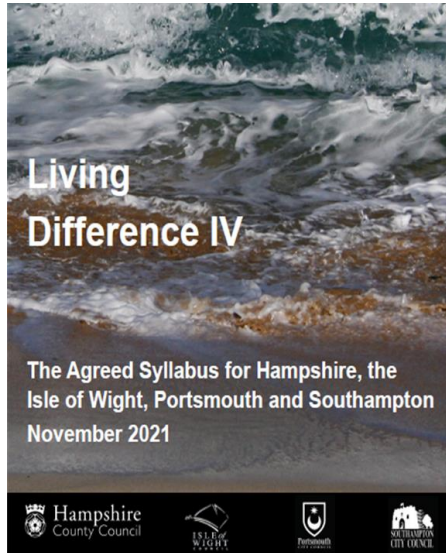
Academies, other schools and settings

Subscription to curriculum centres (History Curriculum Centre, County RE Centre, Mathematics Advisory Centre, RADE Centre)	Annual subscription	Total including VAT (20%)
One centre	£206	£247
Two centres	£328	£393
Three centres	£411	£493
Four centres	£468	£562



Living Difference IV:

principles for teaching and curriculum making



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“ ... play an educative part in the lives of children and young people as they come to speak, think and act in the world.”

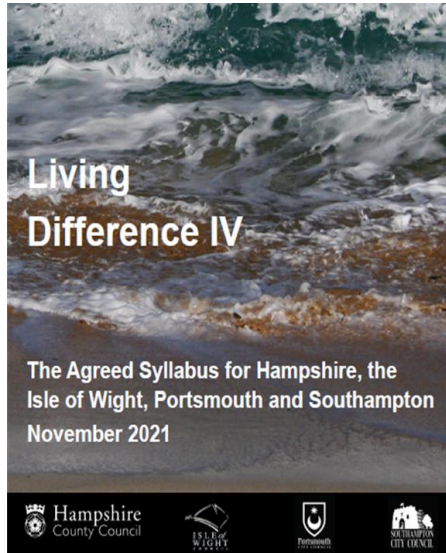
“ This entails teachers bringing children and young people first to attend to their own experience and that of others, to engage intellectually with materials that is new and to discern with others what is valuable with regard to living a religious life or one informed by an other perspective”

(LDIV: The Purpose of Religious Education. p.2)



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