Living Difference IV: End of Year Expectations

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Living Difference IV is an educative approach to teaching religious education that builds on previous *Living Difference* syllabuses (2004, 2011 and 2016).

Living Difference IV seeks to introduce children and young people to what a religious way of existing in the world may offer in leading one's life, individually and collectively. It 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.

This entails teachers bringing children and young people first to be attentive to their own experience of particular words and concepts, before studying how those living with a religious as well as non-religious orientation on life experience this.

A course of study over a particular key stage will be made up of sequences of cycles of enquiry, linked together in units of study over a term in the secondary school and frequently one or two years in the primary school.

The EYEs outline what children and young people are expected to have encountered in each year and must be taken into account when planning a unit of study. EYEs must be used to describe what children and young people will have experienced and as a consequence be able to do at the end of the unit. More information regarding securing progression and assessment will be available on the HIAS RE Moodle: https://re.hias.hants.gov.uk/.

By the end of Year 1	
In an age-appropriate way, through a well-made KS1 curriculum that is taught well, children in Year 1 will have encountered, studied and had the opportunity to discern value in relation to two of the *golden thread* concepts/words of *community*, *belonging*, *special, love* ***as well as*** other A concepts/words chosen by the teacher and children themselves (pondering time).	
Consequently, children can	
At Communicate	… ***express creatively*** their response to their own experiences of the concepts/words introduced.
At Apply	… ***recognise*** their responses relate to events in their own lives.
At Inquire and Contextualise	… ***recognise*** what has been taught about the concept/word and how they are used in the tradition studied.
At Evaluate	… in ***simple terms children recognise something of the value*** of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.

By the end of Year 2	
In an age-appropriate way, through a well-made KS1 curriculum that is taught well, children in Year 2 will have encountered, studied and had the opportunity to discern value in relation to at least two *golden thread* concepts/words of *community*, *belonging*, *special, love,* including those not studied in Year 1, ***as well as*** other A concepts/words chosen by the teacher and children themselves (pondering time) and a B concept/word at the end of Year 2.	
Consequently, children can	
At Communicate	… ***express creatively*** their response to their own experiences of the concepts/words introduced.
At Apply	… ***recognise*** *(in a different way to Year 1)* how their responses relate to events in their own and sometimes other people's lives.
At Inquire and Contextualise	… ***simply describe*** what has been taught about how the concept/word and how it is used in the tradition studied.
At Evaluate	… in ***simple terms children can discern something of the value*** of these concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.

By the end of Year 4	
In an age-appropriate way, through a well-made lower KS2 curriculum that is taught well, by the end of Year 3 and Year 4 children will have encountered, studied and had the opportunity to discern value in relation to *four golden thread* concepts/words of *community*, *belonging*, *special, love,* as well as other A concepts/words and some B concepts/words, chosen by the teacher and children themselves (pondering time).	
Consequently, children can	
At Communicate	… ***express creatively as well as describe*** their response to their own experiences of the concepts/words introduced.
At Apply	… ***recognise and describe*** how their responses relate to events in their own and sometimes other people's lives.
At Inquire and Contextualise	… ***accurately describe*** what has been taught about the meanings of concepts/words (taught at the **Inquire** step). … ***accurately describe*** some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the **Contextualise** step).
At Evaluate	… ***discern and describe the value*** of these 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 (not only assessed through summative assessment).

By the end of Year 6

In an age-appropriate way, through a well-made upper KS2 curriculum that is taught well, through Year 5 and by the end of Year 6 children will have encountered, studied and had the opportunity to discern value in relation to ***each of*** the four *golden thread* concepts/words of *community*, *belonging*, *special, love,* other A and B concepts/words and also some C concepts/words, chosen by the teacher and children themselves (pondering time).

Consequently, children can

At Communicate	… ***respond creatively as well as begin to explain*** their response to their own experiences of the concepts/words introduced.
At Apply	… ***explain some examples of*** how their responses relate to events in their own and other people's lives.
At Inquire and Contextualise	… ***accurately explain meanings of concepts/words*** in the traditions encountered and studied (taught at the **Inquire** step). … ***accurately explain*** the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught at the **Contextualise** step).
At Evaluate	… ***discern the value*** of these 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** in the concepts/words for their own lives and communities (not only assessed through summative assessment).