

### 3 starter ideas for embedding 20% time into your Living Difference IV curriculum

The Purpose Statement in *Living Difference IV* states that religious education “intends to play an educative part in the lives of children and young people as they come to speak and think and act in the world” (see Living Difference IV p. 2)

Progress in Religious Education with *Living Difference IV* is in relation to this (see Living Difference IV on Making progress in RE and End of Year Expectations (EYEs) p. 37-45).

*Living Difference IV* gives teachers the opportunity to set aside 20% of curriculum time for children and young people to follow their own interests. There are many ways in which this can be embedded.

You can discuss this with our HIAS Inspector/Advisers Justine Ball and Pat Hannam.

Here are 3 starter ideas to get you thinking:

**Starter idea 1:** A whole Unit of Study spread over the half term in either the primary school or secondary school can be planned for children or young people to follow a project, which is quite well guided, and resembles a mini project as in the AQA EPQ (Extended Project Qualification). Further worked examples can be found in this Moodle area.

**Starter idea 2:** As part of a Unit of Study into a particular religious tradition. In the primary school this will be spread out over KS1 or in years 3&4 or 5&6. In the secondary school over a term. In either case this will usually comprise of 3 or 4 cycles of enquiry 3 or 4 different words/concepts.

Pondering time in this possibility can be introduced after the second cycle of enquiry possibly replacing the third cycle. In this way some lessons are set aside first to discuss with the children or young people aspects of what has already been considered in the tradition being studied. The teacher should ask the children what aspects they are interested in – perhaps there has not been sufficient time to take into the depth, and the child was interested to explore more. Children then either independently, or in small groups where there is a shared interest, can be guided in their investigation. This would lead nicely at the end to children/ young people presenting to the class what their own enquiry has led to.

**Starter idea 3:** Here a cycle of enquiry will be extended into a further ‘Communicate and Apply – and onto another ‘Inquire’ after an existing cycle. Here children and young people can undertake their own research before asking themselves again *why* what they have found out matters – in the closing discernment/ e-evaluate step.