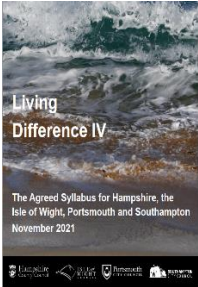


Secondary RE at KS3 and KS4: Making your RE curriculum with Living Difference IV

Where do I start - what is the status of RE in the secondary academy?



The Agreed Syllabus in Hampshire, the Isle of Wight, Portsmouth, and Southampton is **Living Difference IV**. All maintained schools must teach religious education (RE) at KS3 & 4. LA schools *must* use the locally Agreed Syllabus to make the RE curriculum

Academies and Free Schools in Hampshire may also use **LDIV** and if so, make this clear on their websites. **LDIV** must be used with integrity. Academy chains with schools outside Hampshire, Isle of Wight, Portsmouth and Southampton who wish to use **LDIV** in schools outside this area, must apply for a license for use in these schools.

Section 80 of the Education Act 2002 identifies the distinctive place of RE as part of the basic curriculum alongside the National Curriculum. RE is to have *equal standing in relation to the core and foundation subjects within the school*. It differs from the subjects of the National Curriculum only in that it is not subject to national prescription. RE differs from the subjects of the national curriculum only in that it is not subject to national prescription.

What is the purpose of RE? What should RE achieve or do?

Living Difference IV (LDIV) has a clear, educational purpose statement:

“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

Religious education in Hampshire, Portsmouth, Southampton and the Isle of Wight 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” (p. 2 LDIV 2021).

LDIV is also based on high quality, research in relation to religion, recognising what it means to live with a ‘religious orientation’ on life is not only one thing. To ensure RE is taught well in your school, secondary RE specialist teachers need excellent subject knowledge. HIAS data reveals that RE taught well with the locally agreed syllabus at KS3, will ensure high achievement at GCSE. RE contributes to SMSC, reduces religious and cultural misunderstanding, preventing extreme and mis-informed views. RE is also a significant educational opportunity for young people to consider what is of value in their lives and what kind of world they want to live in. RE contributes to whole school vision and values. **LDIV** is a Rights Respecting syllabus, supporting RRE and RSE in your school

What does good teaching in RE with Living Difference IV look like?

LDIV places children and young people at the heart of our educational concern. **LDIV** explains the professional responsibilities of teachers by setting out how RE is best taught, through a cycle of enquiry. The teacher first brings the child/young person’s attention to an idea, exploring in the class how for example ‘love’ or ‘community’ is experienced by them and their communities before introducing new perspective for study (perhaps a religious one). Finally, young people discern why this could be important or matter, for themselves and others. A ‘sequence of lessons’ forms a ‘course of study’ made up of a number of ‘cycles of enquiry’. Teachers of RE **must** be expert at dialogical teaching, since some of the material we are working with is contested, although the ideas we explore are human and of interest and significant to us all.

Secondary RE at KS3 and KS4: Making your RE curriculum with Living Difference IV

Making your RE curriculum at KS3

RE is statutory at KS3. Timetabling should ensure all young people receive at least 1 hour per week, taught by the same specialist teacher. Many schools give more time to RE at KS3. The teacher (usually a HoD with TLR points) responsible for the RE curriculum should ensure there is a long-term plan (LTP) in place – laid out as a ‘concept map’ⁱ and constitutes the key stage ‘course of study’. This should be available on the school website. The LTP will show clearly the 3 or 4 key concepts/words being explored through consecutive ‘cycles of enquiry’ which form a coherent ‘unit of study’. A ‘unit of study’ usually lasts 1 term (10-12 lessons). Each ‘unit of study’ should be planned with the Hampshire Planning documentⁱⁱ. This document enables teachers to set out knowledge and key vocabulary to be covered in each unit and identify links to prior knowledge. Progression anticipated is made clear drawing on **LDIV** End of Year Expectations (EYEs). Young people will engage with and study what it is to live in the Christian traditions as well as depth studies in at least two additional religious traditions. Abrahamic and Dharmic traditions 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 to be studied.

Making your RE curriculum at KS4: Teaching GCSE and Core RE

RE is statutory at KS4. Timetabling should ensure all young people receive high quality RE, taught by the same specialist teacher each week. Some schools meet their statutory obligations to teach RE at KS4 by ensuring all young people access a Religious Studies (RS) GCSE course. Other schools offer RS GCSE as an option subject and in the best examples of option blocking, young people are freely able to select RE as it retains *equal standing in relation to the core and foundation subjects within the school* (see above). Where RE is taught at KS4 as an option, it is still a requirement for ALL young people to be able to access a core RE course, taught at the same standard as a GCSE. Best practice is when core RE is taught by specialist teachers and valued by SLT, young people and parents as a significant part of the whole KS4 curriculum. A long-term plan should be publicly available for KS4 as for KS3. Progression should be planned with the EYEs in **LDVI**.

Support for teachers in teaching, curriculum making and resourcing RE

Hampshire RE Moodle: <https://re.hias.hants.gov.uk/> for FREE downloadable resources and RE news

1:1 Support: Patricia Hannam, County Inspector/Adviser for RE, History & Philosophy is available virtually through Microsoft Teams to support HoDs update their KS3 and KS4 RE curriculum.

County Secondary RE Network meetings take place once each term in 2022 these will remain virtual.

Hampshire History Curriculum Centre: <https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/re-centre> Units of Study for sale ready-made and resourced

Patricia Hannam

HIAS County Inspector/Adviser for RE, history and philosophy

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ⁱ Exemplar long term concept maps (for 2 and 3-year KS3) freely available on the Hampshire RE Moodle ‘Open Resources’ area.

ⁱⁱ The recommended Hampshire Planning document is available on the ‘Open Resources’ area of the Hampshire RE Moodle.