

CHERBOURG PRIMARY SCHOOL



RE

Knowledge and Skills Year R to Year 6

RE at Cherbourg Primary School follows The Living Difference IV approach to teaching religious education. It always begins with the teacher finding interesting ways to bring the concept/word alive for children. This experiential moment is there to ensure that religious education always starts with real and concrete situations and encounters and also makes room for the different ways in which children experience what they encounter.

The journey around the cycle of inquiry usually moves into the Communicate step where children are introduced to the concept/word and invited to share their experiences in different ways. This can be a creative response and may not always require words, especially with younger children. At the Apply step the teacher opens up the classroom conversation so that children can become aware of the experience of others, beginning with those in their class.

The teacher then introduces the material and additional vocabulary to be encountered and studied, usually at the Inquire step. Here children and young people engage with the dimensions, manifestations, words and concepts of religious traditions and practices. The material a teacher selects will most frequently be new to the children and young people. However, there may be occasions where material previously encountered and/or studied by the children and young people could be revisited and studied in new ways. This is to broaden and deepen children's understanding, ensuring they are knowledgeable and well-informed about the matters at the end.

Living Difference IV is interested in the lived experience of what it means to live a life with a religious or other orientation, therefore formal study of a tradition or other way of life will always include living examples or case studies where the material studied can be seen in real life context(s). These are introduced at the Contextualise step.

Children begin to discern value at the Evaluate step. This happens in two ways. First, value is discerned for those living within the context studied. The second part of the Evaluate step is where children and young people are brought to discern the question of how the material encountered and studied might matter in their own lives.

Living Difference IV acknowledges the diversity of experiences that children and young people will have concerning what is studied. Therefore, children's experience must be acknowledged so religious education can make a positive contribution to their ability to come to discern how all this might matter in their own lives.

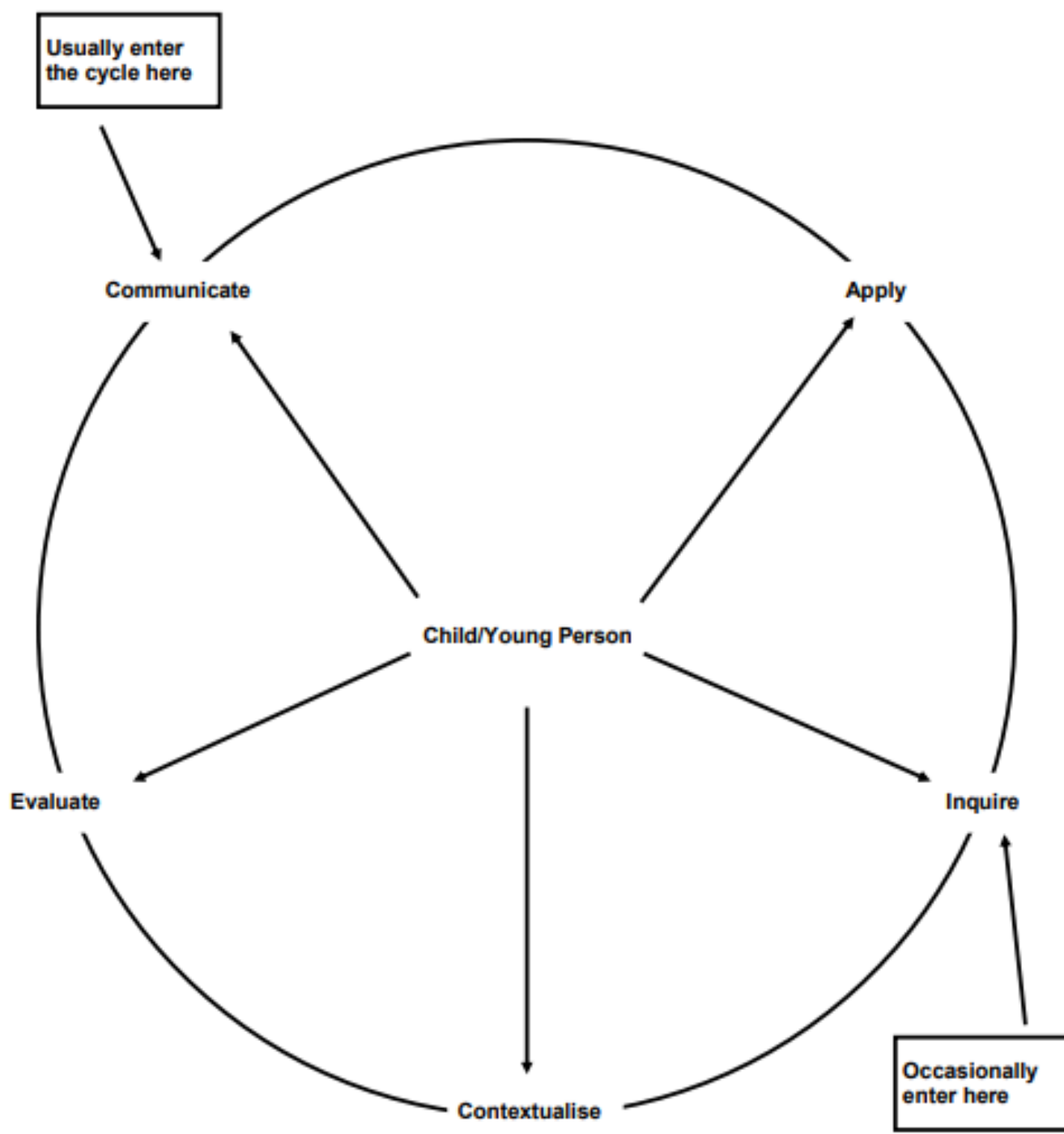
While the whole approach and all parts of the journey of the cycle are important, it is anticipated that earlier on with younger children, the emphasis will be on the experiential moment in the Communicate and Apply steps. Over time, the intellectual moment increases in duration, so that, again over time, children are given more opportunities to come to discern.

The steps of the cycle of enquiry taken together: Communicate, Apply, Inquire, Contextualise and Evaluate offer a secure process by which children can be introduced to what a religious way of looking at, and existing in the world, as well as what other ways, may offer in leading one's life individually and collectively.

Questions are important in teaching religious education with Living Difference IV in three different ways:

- children and young people's questions are valued in this approach. These are regarding their own and others' experiences, about the matters being inquired into and also as they come to discern value
- teacher's questions will bring children and young people to attend in different ways, as well as to engage intellectually and use new vocabulary introduced in the Inquire and Contextualise steps, as well as encouraging discernment, thinking, speaking and acting in the Evaluate step
- overarching enquiry questions will guide each cycle of enquiry and units of study.

Kay Boukari (RE Leader), July 2026



Year R

EYFS framework	Communicate	Apply	Inquire	Contextulise	Evaluate
Understanding the World: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Talk about their own experiences, feelings and ideas. Share personal memories, celebrations and family traditions.	Make links between their own lives and the lives of others. Recognise ways beliefs and values influence actions. Reflect on how they can show kindness, care and respect.	Ask simple questions about beliefs and celebrations. Show curiosity about similarities and differences. Explore meaning through stories, objects, symbols and discussion.	Learn about Christian and Sikh beliefs, stories and traditions. Recognise important religious celebrations, symbols and practices. Identify similarities and differences between communities. Use simple religious vocabulary when discussing learning.	Reflect on what is special and meaningful to themselves and others. Express opinions and feelings respectfully. Begin to understand the importance of belonging, caring and community.
End of EYFS outcomes: Talk about similarities and differences between Christian and Sikh beliefs, celebrations and practices. Use simple religious vocabulary appropriately. Describe experiences, celebrations and stories linked to religion and culture. Ask questions about the world, beliefs and traditions. Show respect for people with different beliefs and ways of life. Reflect on their own feelings, experiences and sense of belonging. Recognise that communities celebrate, care for others and mark important events in different ways.					

Year 1					
Living Difference IV	Communicate	Apply	Inquire	Contextulise	Evaluate
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). At KS1, the main focus on A concepts/words.	Children express creatively their response to their own experiences of the concepts/words introduced.	Children recognise their responses relate to events in their own lives.	Children recognise what has been taught about the concept/word and how they are used in the tradition studied.	Children understand what has been taught about the concept/word and how they are used in the tradition studied.	Children recognise something of the value of these concepts/word in.

Year 2					
Living Difference IV	Communicate	Apply	Inquire	Contextulise	Evaluate
Towards the end of the key stage 1 children should begin to explore concepts/words that are shared across many faith narratives (B concepts/words). Older children within the key stage 1 (Year 2) can also encounter and explore B concepts/words, for example <i>God</i> and <i>symbol</i>. Children will be introduced to terms specific to religions (eg Shabbat) but the focus for religious education at KS1 will be rooted in their own experience (for example, <i>celebrating</i> is the focus concept/word with Shabbat as a Jewish example of this). They should continue to be encouraged to ask questions and recognise that different people may respond in different ways to their questions.	Children express creatively their response to their own experiences of the B concepts/words introduced.	Children recognise (in more depth than in year 1) how their responses relate to events in their own and sometimes other people's lives.	Children explore the meaning of the A/B concept/word and how it is used in the tradition studied.	Children simply describe what has been taught about how the A/B concept/word and how it is used in the tradition studied.	Children recognise in simple terms something of the value of these A/B concepts/words in the lives of those living in the traditions studied as well as for their own lives and communities.

Year 3

Living Difference IV	Communicate	Apply	Inquire	Contextulise	Evaluate
Year 3 children will have encountered, studied and had the opportunity to discern value in relation to <i>four golden thread</i> 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).	Children will begin to express creatively as well as describe their response to their own experiences of the A/B concepts/words introduced.	Children begin to recognise and describe how their responses relate to events in their own and sometimes other people's lives.	Children <i>begin to describe</i> what has been taught about the meanings of concepts/words (taught at the Inquire step).	Children begin to <i>describe</i> some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the Contextualise step).	Children begin to show 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 values for their own lives and communities.

Year 4

Living Difference IV	Communicate	Apply	Inquire	Contextulise	Evaluate
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 4 children will have encountered, studied and had the opportunity to discern value in relation to <i>four golden thread</i> 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).	Children express creatively as well as describe their response to their own experiences of the concepts/words introduced.	Children recognise and describe how their responses relate to events in their own and sometimes other people's lives.	Children <i>accurately describe</i> what has been taught about the meanings of concepts/words (taught at the Inquire step).	Children 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).	Children 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).

Year 5

Living Difference IV	Communicate	Apply	Inquire	Contextulise	Evaluate
In an age-appropriate way, through a well-made upper KS2 curriculum that is taught well, through Year 5 children will have encountered, studied and had the opportunity to discern value in relation to each of the four <i>golden thread</i> concepts/words of <i>community</i>, <i>belonging</i>, <i>special</i>, <i>love</i>, other A and B concepts/words and also some C concepts/words, chosen by the teacher and children themselves (pondering time).	Children respond creatively as well as begin to explain their response to their own experiences of all the concepts/words introduced.	explain some examples of how their responses relate to events in their own and other people's lives.	Children begin to accurately explain meanings of concepts/words in the traditions encountered and studied (taught at the Inquire step).	Children <i>explain</i> 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).	Children 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).

Year 6

Living Difference IV	Communicate	Apply	Inquire	Contextulise	Evaluate
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).	Children respond creatively as well as begin to explain their response to their own experiences of all the concepts/words introduced.	Children explain confidently some examples of how their responses relate to events in their own and other people's lives.	Children confidently accurately explain meanings of concepts/words in the traditions encountered and studied (taught at the Inquire step).	Children <i>accurately explain</i> 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).	Children confidently 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 all the concepts/words for their own lives and communities (not only assessed through summative assessment).