

Living Difference: what has changed and what remains the same?

The overall approach remains the same:

- **conceptual enquiry methodology**
- **one attainment target**
- **levels of attainment as intended learning outcomes**

Changes

The changes reflect:

- **improved, more detailed, guidance**
- **inclusion of the Baha'i faith in the glossary of type C concepts**

Main specific changes:

- 1. Introduction pp.7-12**
- 2. Progression through the concepts pp.19-20**
- 3. Skills of enquiry pp. 21-22**
- 4. Emphasis on enquiry and community cohesion pp. 23-24**
- 5. An explanation of how to conduct the enquiry through its elements pp. 26-28**
- 6. Fields of enquiry pp.28-29**
- 7. Improved guidance for SEN pp.43-48**
- 8. Improved guidance for Foundation Stage pp.51-56**
- 9. Changes to concept hierarchy diagrams for key stages pp. 60, 84, 110, 138**
- 10. Improved guidance for KS4 pp.137-142**

- 11. Improved guidance for KS5 pp. 143-150**
- 12. Baha'i key concepts pp.156-7**
- 13. Personal learning and thinking skills pp.168-169**
- 14. Community cohesion p.170**
- 15. Promoting social and emotional aspects of learning p.173**
- 16. Religious education in a cross-curricula setting pp.174-176**
- 17. Bibliography p.177**