



The Hive – Knowledge and Understanding of the World - Religion and Worldviews Teaching Focus for each Phase

Units have been carefully planned to support children’s retrieval of learning, through ‘hooking’ learning to themes that repeat throughout their school journey.

Each term there will be a Religion and Worldviews theme which all phases will explore.

Autumn 1: Special People Autumn 2: Stories and Symbols Spring 1: Belief and Community
 Spring 2: Important places Summer 1: Journeys and change Summer 2: Nature and the world.

Each phase will also have a festival or celebration that they will explore in each term.

EYFS & Lower Phase (B&G)	Middle Phase (P&O)	Upper Phase (Y&R)
<p>In the Lower Phase, children will explore their personal community (family and friends) and local community, considering themselves and people and places that are special. They will build on personal experiences, exploring celebrations, festivals and important events in their own and their peers' lives. They will develop vocabulary to talk about themselves, others and their likes or dislikes.</p> <p>Children will encounter worldviews through their experience of celebrations and festivals, predominantly Christian worldviews, with some secular and cultural. Learning will be adapted to each cohort to ensure it considers all personal experiences.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> • <i>Who is special to me?</i> • <i>What stories do I like?</i> • <i>What do I do with my family and friends?</i> • <i>Where do I go?</i> • <i>How have I changed?</i> • <i>What makes my world special?</i> <p>In this phase, children will have the opportunity to explore these festivals/celebrations:</p> <ul style="list-style-type: none"> • Halloween (secular) • Christmas (Christian/Secular) • Lunar New Year (Cultural) • Pancake Day / Easter (Christian) • St George’s Day (Christian/Secular) 	<p>In the Middle Phase, children will develop their understanding of their local communities and the differences and similarities in the way we all live, learn and think. With a focus on our local community, children will consider key questions, explore different ways of worship and explore stories, art and places of importance to worldviews. They will build on explorations of celebrations and festivals from the lower phase, beginning to make links with their learning and personal experiences.</p> <p>Children will encounter Christian, Muslim and Hindu worldviews through the key questions below, while considering their own experiences.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> • <i>Who is special to different people?</i> • <i>What can we learn from stories and art?</i> • <i>How do we care for each other?</i> • <i>What buildings are important in my community?</i> • <i>What special times happen in people’s lives?</i> • <i>What makes our world special?</i> <p>In this phase, children will have the opportunity to explore these festivals/celebrations:</p> <ul style="list-style-type: none"> • Harvest (Christian) • Christmas (Christian) /Diwali (Hindu) • Ramadan (Muslim) • Lent/Easter (Christian) • Hajj (Muslim) 	<p>In the Upper Phase, children will continue to develop their understanding of the local community as well as the wider world community. They will ask questions and consider different points of view and consider their own ideas alongside these. Children will respond to key questions with increasing independence, considering how learning can be applied to our own lives. They will continue to explore and compare festivals and celebrations across religious and non-religious worldviews.</p> <p>Children will continue to develop their understanding of Christian, Muslim and Hindu worldviews and begin to explore the non-religious worldview of Humanism, through the key questions below, while considering their own experiences.</p> <p>The following learning questions will be posed in this phase:</p> <ul style="list-style-type: none"> • <i>What can we learn from significant people?</i> • <i>What can we learn from stories and art?</i> • <i>How do we care for each other?</i> • <i>What buildings are important in my community?</i> • <i>What special times happen in people’s lives?</i> • <i>What makes our world special?</i> <p>In this phase, children will have the opportunity to explore these festivals/celebrations:</p> <ul style="list-style-type: none"> • Navratri (Hindu) • Festivals of light – Diwali, Channukah (Jewish) and Christmas (Christian) • Ramadan (Muslim)

<ul style="list-style-type: none"> World Humanist Day (non-religious) <p>Communication – using a child’s preferred method of communication, they will develop their receptive and expressive language, sorting, matching, understanding and using language such as family, friends, celebrate, special, care and sharing experiences of celebrations such as Halloween, Christmas, pancake day and Easter. For some children this could be heavily supported and scaffolded by adults at this stage.</p> <p>Independence – developing awe and wonder and beginning to form likes and dislikes personal to them. Selecting items such as a favourite story, place, person or item. Making independent choices.</p> <p>Inclusion – children will access field trips with their peers, within their local community. Children will contribute to lesson discussions using their preferred method of communication. Children will have opportunities to join their peers in assemblies, exploring values and worldviews and joining activities exploring events and celebrations.</p> <p>Success – children will be able to sort, match and/or use new language and resources linked to our religion and worldviews learning. Children will indicate something that is special to them and share events and activities of importance to their life. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>	<ul style="list-style-type: none"> World Humanist Day (Non-religious) <p>Communication - using a child’s preferred method of communication, they will develop their receptive and expressive language around specific religious worldviews with a focus on Christianity, Islam and Hindu Dharma as well as developing their own ideas. Children will develop language linked to sacred texts, stories and symbols, as well as key figures and places of worship. They will begin to show an understanding of communities and celebrations in their own locality. Children will begin to describe their own experiences, feelings and ideas. They will build on the language from the Lower Phase.</p> <p>Independence – children will begin to find meaning in stories and experiences with increased independence throughout the phase. They will share their understanding of how features of a religious worldview may be diverse between communities. They will understand ways to show respect for others’ beliefs and handle religious artefacts safely.</p> <p>Inclusion – children will access field trips with their peers, within their local community. Children will contribute to lesson discussions using their preferred method of communication. Children will have opportunities to join their peers in assemblies, exploring values and worldviews and joining activities exploring events and celebrations.</p> <p>Success – children will be able to demonstrate some understanding of Christianity, Islam and Hindu Dharma. They will use a wider range of language to talk about religion and local communities, building on the previous phase. Children will be able to tell/show an adult how some people celebrate, worship, care for the world and live their lives, and begin to give their own points of view saying something they have liked/disliked and learnt in lessons and/or trips or with visitors. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>	<ul style="list-style-type: none"> Eid (Muslim) / Holi (Hindu) Hajj (Muslim) / Shavuot (Jewish) <p>Communication - using a child’s preferred method of communication, they will continue to develop their receptive and expressive language around specific religious worldviews previously taught while also considering non-religious worldviews, including Humanism. Children will begin to develop language to discuss their personal worldviews and continue expanding their language to discuss sacred texts, ways of worship and symbols, as well as key figures and places of significance (sites of pilgrimage). They will continue to develop an understanding of communities and celebrations in their own locality and around the world, including using language to compare. They will describe their experiences, feelings and ideas, building on the language from the Lower and middle Phases.</p> <p>Independence – skills and concepts will be strengthened in the Upper Phase. Children will be encouraged to ask questions and investigate stories and experiences with increased independence throughout the phase. Children will recall learnt language, key concepts and features of worldviews, applying these in discussion. Children will become more confident in identifying and expressing similarities and differences between different worldviews and celebrations.</p> <p>Inclusion – children will access field trips with their peers, within their local community. Children will contribute to lesson discussions using their preferred method of communication. Children will have opportunities to join their peers in assemblies, exploring values and worldviews and joining activities exploring events and celebrations.</p> <p>Success –Children will be able to demonstrate a wider understanding of Christianity, Islam and Hindu Dharma. They will use a wide range of language to talk about religion and local and world communities, building on the previous phases. Children will be able to tell/show an adult how different people celebrate in different ways, why worship is important to many and how we can care for the world and live ‘good’ lives. They will be comfortable to share their own ideas on key questions, giving their own points of view, from learning in lessons and/or trips or with visitors. Celebration of success will be via Class Dojo, The</p>
---	---	---

		Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.
--	--	---