

Year Group Reception	Worldview: Religious & non-religious Worldviews
Strand:	Beliefs and Questions
Key Question:	Does everyone believe in God?
Focus of study:	Diversity of belief, range of different worldviews and non-religious beliefs
Background information for teachers:	
<p>Different worldviews have different understandings about God or a divine being. Most of the religious traditions encountered in the primary school believe that there is one God. This is true of most Christians, Jewish people, Muslims, Hindus and Sikhs. Jewish people, Muslims and Sikhs believe that God is one, indivisible and incorporeal (cannot have a body). Many Hindus believe that God has taken human or animal form many times and has interacted with humanity. Christians believe that Jesus is the only physical incarnation of God, although God may have revealed himself at other times to individuals and is present by his Spirit in Christian believers.</p> <p>There are many symbols used by different groups to try to represent God – these are usually things that aim to show how something that we cannot see can be present. Many traditions have many different names or attributes for God because the idea is complex. But put simply, for most traditions, religious belief is about trying to understand how the world works and where humans fit in to that. Most of them also believe that God can communicate with humans.</p> <p>But there are many people to whom we usually give the title non-religious who do not believe in God. This covers a very wide range of beliefs and includes atheists and agnostics as well as a range of naturalistic beliefs. The most organised non-religious worldview in the UK is Humanism. Humanists do not believe in God and do believe that humans have the power to choose their futures and have a duty to be kind and work to make the world a better place.</p> <p>Humanists trusts to the scientific method when it comes to understanding how the universe works and reject idea of a supernatural being, whereas most religious traditions accept the idea of a God who created the universe.</p> <p>Please note that God should not be drawn in Judaism, Islam or Sikhi.</p>	
Prior learning:	<p>Christians are people who believe in a God.</p> <p>God came to earth as Jesus.</p> <p>Christians believe that God loves people and cares for them.</p>
Building Blocks:	<p>Many people believe in some divine being.</p> <p>Many people believe that there is no God and that humans are free to make their own choices.</p> <p>There are lots of stories that people tell to help them understand the ideas.</p>
Outcomes:	<p>Pupils know that different people use the word 'God' to mean slightly different things. They have some understanding of different characteristics attributed to God or the divine.</p> <p>Pupils have some understanding of a small range of Religious and Non-Religious Worldviews.</p> <p>Pupils can share their own ideas about God.</p>

<p>Resources:</p>	<p>Discovery RE, Understanding Christianity – resource form RE Today Picturing Christianity – resource from RE Today Humanism UK https://humanists.uk/humanism/the-happy-human-symbol/Real People Real Faith BBC Bitesize – various</p>
<p>Engagement:</p>	
<p>Have the pupils heard the word God before? What do they think when they hear it? They have probably encountered it in earlier RE lessons and in collective worship. Gather some of the other words they might have heard in connection with God. This is also a good opportunity to find out which pupils attend places of worship, whatever religion or denomination. Introduce the idea that things that we do not see can exist – such as love and ask pupils to think about how we might know that something exists if we can't see it. Think about the way that the wind makes things move. Talk about the fact that even though people can't see God, many people still believe that God exists.</p>	
<p>Enquire and Explore:</p>	
<p>Explore a range of religious views of God. Choose two or three traditions at most and explore some of the symbols that are used – e.g., salt dissolved in water (Hindu) or incense infused in the air or some of the 99 names of Allah, or some of the names that are used for God in the Hebrew Bible, such as Lord, Creator, Provider.</p> <p>Then explore the fact that some people, including some of their families, might not believe in a God or divine being. Also say that some people are not sure whether there is a God or not. Find out what people who don't believe in God believe about the creation of the world. Use an image that represents humanism to encourage discussions and reflect.</p> <p>Explore two religions more closely, adapting as necessary to the pupils in your class. Do lots of finding the similarities and difference activities, making them as practical and visual as possible. Venn diagrams using hoops on the floor, for example, can help with sorting and use visuals where appropriate. Read some of the stories that people tell to help them understand what God is like. If you are looking at Christianity, some of the stories that Jesus tells, such as the parable we know as the Lost Sheep might be helpful. For Islam some of the tales from the Hadith about Muhammad and they way he treated people and animals may be the best way in. They key focus in all these activities is to discover that there are many different opinions and that all of them should be respected. Make it clear that we are finding out what people believe, not deciding if they are right or wrong. But it is beginning to introduce pupils to philosophical thinking as it is raising about what is real and how people decide.</p>	
<p>Evaluate:</p>	

<p>At this stage pupils will not be doing a deep analysis of what they have learned but drawing together their understanding of difference and diversity. They may want to share their thinking about what they believe at this stage. The reasons they give for having an opinion will be interesting, but not very developed.</p>	
<p>Reflect and communicate:</p>	
<p>Talk about the stories that have been read and decide which ones they think are best at showing what people think about God or about there not being a God. What makes them good stories and what do they think is important?</p>	
<p>Assessment opportunities:</p>	<p>DEVELOPMENT MATTERS: CL- Learn and use new vocabulary. Ask questions. Make connections. Describe in detail. Retell a story (E.g., Rama and Sita, Nativity). Engage with non- fiction pictures. PSED- See themselves as a valuable individual. Think about the perspectives of others. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about members of their immediate family and community. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. BIRTH TO 5 MATTERS: PSED- • Recognises that they belong to different communities and social groups and communicates freely about own home and community. • Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. CL Listens and responds to ideas expressed by others in conversation or discussion. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention. UW- Enjoys joining in with family customs and routines. Talks about past and present events in their own life and in the lives of family members. Knows that other children do not always enjoy the same things, and is sensitive to this. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. ELGS- Statutory ELG: People, Culture and Communities Children at the expected level of development will: - 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</p>

	<p>country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Statutory ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Notes	EYFS units can be taught as discrete units or embedded across the year as part of continuous provision.