

Year Group Reception	Worldview: Religious and non-religious worldviews
Strand:	Community and Identity
Key Question:	Are all families the same?
Focus of study:	Exploring the diversity found within, as well as between families. Introducing the idea of difference and respect for difference.
Background information for teachers:	
<p>All families are different, and are made up of different people including stepfamilies, extended families, relatives and non-relatives, a range of genders and ages.</p> <p>Families celebrate different events depending on faiths, beliefs and religions – there are lots of different ways to celebrate.</p> <p>In some religious traditions, such as some strands of Judaism, the family is important and many of the festivals and celebrations centre round the family. Passover, Shabbat and Sukkot each have a strong family component.</p> <p>In other traditions, such as Hindu dharma, worship at home, with a home shrine is very common.</p> <p>Sikh families might on rare occasions have a copy of the Guru Granth Sahib Ji at home. This would mean that the family would have to maintain the ritual of getting the sacred text from where it is put to rest overnight to the room where it is read during the day. In the evening it will need to be returned to its' bed. The presence of the Guru Granth Sahib will have an impact on the whole of family life.</p> <p>The family is the place where nurture into a religion or belief system usually takes place, though a worshipping community usually supports that, with the equivalent of Sunday school.</p> <p>Some families do not celebrate any religious events or festivals in the year but may have other things that they celebrate, such as family occasions, or national events.</p>	
Prior learning:	<p>Everyone is unique.</p> <p>Some families celebrate events of the year, in different ways.</p> <p>Some families do not celebrate any events of the year.</p>
Building Blocks:	<p>People like celebrating the important events in life.</p> <p>Celebrations help people to feel part of a community.</p> <p>Lots of celebrations involve special foods.</p> <p>There are lots of ways to celebrate.</p> <p>People get their ideas from the stories that they read and tell.</p> <p>Communities look for truth in different places and live it out in different ways.</p>
Outcomes:	<p>To recognise and respect other family beliefs and celebrations.</p> <p>To listen to and acknowledge other's views and beliefs.</p> <p>To know that all families are different and follow different paths/views.</p>
Resources:	<p>Button family – book</p> <p>Humanism UK</p> <p>https://humanists.uk/humanism/the-happy-human-symbol/Real People Real Faith</p> <p>BBC Bitesize</p>

	<p>Belonging and Believing series from Books at Press: https://www.booksatpress.co.uk/ Jewish Museum in London has a section for schools on inclusive Judaism with lots of quality photographs of modern Jewish homes. https://isittimetoplay.co.uk/learning-through-celebrations-early-years/ https://www.twinkl.co.uk/resources/home-early-years/early-years-topics/early-years-festivals-and-cultural-celebrations https://www.hamilton-trust.org.uk/topics/reception-topics/celebrations/ https://help-for-early-years-providers.education.gov.uk/understanding-the-world/diverse-world https://www.trueeducationpartnerships.com/schools/cultural-play-in-early-years/ https://www.youtube.com/watch?v=zvtaqA6TTAQ https://www.bbc.co.uk/cbeebies/shows/lets-celebrate</p>
Engagement:	Recap all about yourself
<p>For most children in FS2 their 5th birthday is very significant and as a good starting point for celebration. What makes us special/unique? Who lives in our house? Look at a range of pictures of homes from around the world and if possible, around the class. Look for some of the symbols that might show that a home is Jewish or Hindu or Muslim, but make it clear that not all Jewish, Muslim or Hindu homes are the same. 'Show and tell' about pupils' own families. Talk about the similarities and differences between people. Use lots of images. How is your family different to mine?</p>	
Enquire and Explore:	<p>Religious: what religious families celebrate Non-religious: what non-religious families celebrate</p>
<p>Then look at other times to celebrate within the family- new baby, wedding. Then look at more community/ religious celebrations- religious e.g Christmas, Easter, Eid, Diwali, baptism, rites of passage in an age appropriate way. etc. Then look at celebrations non-religious Bon fire night , Earth day etc Celebrations as the children complete their EYFS time and move to Y1 in July. Read the stories behind these festivals and see how they may be celebrated in the home. Explore the different kinds of foods that might be eaten, finding out that there are differences within faith communities as well as between communities.</p> <ul style="list-style-type: none"> - Christianity: Christmas and Easter. - Hinduism: Diwali, Holi - Islam: Eid-ul-Fitr - Judaism: Hanukkah, Shabbat <p>Non-religious: Birthdays, New Year</p>	

<p>Find out that many who would not call themselves Christian celebrate Christmas and Easter but in a different way e.g., not linked to the religion itself. So there will still be presents and chocolate eggs or bunnies, but it is viewed as a social rather than religious festival.</p> <p>American holidays of Halloween</p> <p>You might want to include Chinese New Year and any other things that individual families might like to share, such as the birth of a new baby or a marriage.</p>	
Evaluate:	Do celebrations help people to feel part of a community and a family?
<p>Discuss as a class what we have learnt this term about religious and non-religious worldviews and encourage pupils to share their thoughts on both.</p> <p>Discuss how being part of a family makes pupils feel.</p>	
Reflect and communicate:	Are all families the same?
<p>Encourage pupils to talk about the differences that they have discovered about families. Ensure that pupils are talking with respect about differences and using some of the correct vocabulary.</p>	
Assessment opportunities:	<p>DEVELOPMENT MATTERS:</p> <p>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.</p> <p>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.</p> <p>BIRTH TO 5 MATTERS:</p> <p>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.</p> <p>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.</p> <p>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</p>

	<p>themselves and others, and among families, communities, cultures and traditions.</p> <p>ELGS- Statutory ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <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.