# World Views (RE)

intent, implementation, impact

## intent

At Clover Hill we aim to support children's religious literacy - their ability to hold balanced and well-informed conversations about religions and world views. They will begin to understand the complex world in which they live and be enabled to make an academically informed appreciation about important matters of religion and belief which shape the global landscape.

We embrace and celebrate a variety of religious festivals and holidays throughout the year. We welcome visitors from different faiths, fostering greater understanding and recognition of the diversity within our community.

Children will express ideas about the nature, significance and impact of religious and non-religious worldviews through theological, philosophical and human/social science lenses.

# implementation

At Clover Hill, our World Views curriculum is designed to develop children's religious literacy, enabling them to explore and discuss religious and non-religious worldviews with curiosity, respect, and understanding.

- Early Years Foundation Stage (Nursery & Reception)

    - Children are introduced to religious concepts through stories, discussion, and creative activities.
    - They explore fundamental questions such as "Why is the word God so important to Christians?" and "Why do Christians put a cross in an Easter Garden?"
    - Festivals and celebrations, such as Christmas and Easter, are explored through role-play, storytelling, and crafts, providing early exposure to key religious traditions.

- Key Stage 1 (Year 1 & Year 2)

    - Year 1: Pupils explore religious themes through sensory experiences, stories, and discussions. They learn how celebrations bring communities together (Muslim & Christian), examine the significance of Shabbat (Jewish), and explore Christian beliefs about the cross and creation.
    - Year 2: Pupils explore symbols, belonging, and belief, comparing religious and non-religious perspectives. Topics include the importance of light in different faiths (Christian, Jewish, Hindu), how Christians belong to their faith family, and why people have different views about the idea of God (Christian/Humanist).

# implementation

- Key Teaching Approaches
  - Experiential Learning: Pupils engage with festivals, rituals, and religious stories through drama, storytelling, and hands-on activities.
  - Community Engagement: We invite visitors from different faith backgrounds and visit places of worship to enhance real-world understanding.
  - Critical Thinking: Children are encouraged to ask big questions about belief, meaning, and values through theological, philosophical, and human/social science lenses.
  - Inclusive & Respectful Discussion: Pupils are taught to appreciate different worldviews and express their own ideas thoughtfully.
  - Cross-Curricular Links: Themes are connected to history, literature, and personal development to deepen learning.

# impact

By the time children leave Clover Hill, they will have developed a strong foundation in religious literacy, allowing them to engage in meaningful discussions about religion and belief.

- Knowledge & Understanding:
  - Children can describe and compare religious and non-religious worldviews, recognizing their significance in shaping communities.
  - They develop a clear understanding of key religious symbols, practices, and celebrations from multiple traditions.
- Critical Thinking & Reflection:
  - Pupils ask thoughtful questions about religion and belief, engaging with different perspectives through theological, philosophical, and human/social science approaches.
  - They can explain how beliefs influence people's lives and choices.
- Cultural Awareness & Respect:
  - Children demonstrate respect and curiosity when learning about diverse beliefs and traditions.
  - They recognize the importance of religious and non-religious worldviews in shaping society, fostering inclusivity and empathy.
- Personal Growth & Expression:
  - Pupils are confident in expressing their own ideas and beliefs while understanding and valuing those of others.
  - They leave Clover Hill as open-minded and informed individuals, prepared to navigate the diverse world in which they live.