

Explorers Planning - 2024-2025

What and Why?

Explorers is Little Green's afternoon of project based purpose built learning. It is our citizenship, our politics, our pupil leadership. It is our afternoon of doing exactly what we think children should be doing in a school and what schools should be doing for children.

Statutory requirements:

It fulfils the core elements of SACRE and PSHE in that:

1. It follows the 8 core elements and statutory dictated by the Herts [SACRE committee](#):

3.5 Key Stage 2 Programme of Study	
Developing religious, theological and philosophical literacy through religions and worldviews	The eight Key Areas of RE meet the aims of this Syllabus. All pupils develop knowledge and understanding of sources of wisdom and their impact, whilst exploring personal and critical responses. Children should:
	Beliefs and practices <i>Describe, make connections and reflect upon</i> different features of the religions and worldview studied, <i>discovering more about the significance</i> of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations
	Sources of wisdom <i>Investigate interpret and respond to</i> a range of stories, sacred writings and sources of wisdom and authority <i>reflecting on the impact</i> of beliefs and teachings as ways of seeing the world in different communities
	Symbols and actions <i>Explore and describe</i> beliefs, practices and symbols and their deeper meanings, in order to understand different ways of expressing meaning
	Prayer, worship and reflection <i>Research and explore</i> varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, meditation and stillness
	Identity and belonging to a family <i>Explore and describe</i> the challenges of individual commitment to a community of faith or belief. <i>Examine</i> the role of religious leadership <i>and consider why</i> belonging to a community may be valuable in their own lives
	Ultimate questions <i>Discuss and present thoughtfully</i> , through a range of media media, their own and others' views and challenging questions about belonging, meaning, purpose and truth
	Human responsibility and values <i>Consider and apply</i> ideas about ways in which diverse communities can live together for the well-being of all. <i>Respond thoughtfully</i> to ideas about values, respect and human responsibility
	Justice and fairness <i>Discuss and apply</i> their own and others' ideas about ethical questions <i>reflecting</i> on ideas about what is right and wrong and what is just and fair

Herts SACRE: Statutory content:

Lower KS2 Years 3 and 4	Christianity and at least two other principal faiths are to be studied in depth, one Abrahamic and one Dharmic . (Recommended focus faiths for lower KS2 – Christianity, Islam, Hinduism or Sikhism). Pupils may also learn from other religions and worldviews in thematic units.
Upper KS2 Years 5 and 6	Christianity and at least two other principal faiths are to be studied in depth, one Abrahamic and one Dharmic. (Recommended focus faiths for upper KS2 – Christianity, Judaism, Hinduism or Buddhism). Pupils may also learn from other religions and worldviews in thematic units. All six principal religions and non-religious worldviews will have been introduced by the end of the Primary School phase, though not all necessarily at the same depth.

Herts SACRE: Statutory amount:

KS2	156 hours over 4 years (approximately 13 hours per term)
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2. It follows the statutory PSHE guidance dictated by the [DfE](#):

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

How? At Little Green Junior School, our ethos, developed with the whole school community in 2022-23, aims for everything in our school to be built around the core principles of *kind, safe, positive, learning*.

Following research and analysis of what children remember from their learning [add link] we aim for our curriculum to be:

Hands on, real life, purposeful, challenging, connected, collaborative, filled with choice and voice.

Explorers is where we aim to expose children to a greater awareness of their **rights and responsibility** for their place in the world.

This includes:

- their responsibility to continue to **fight for and maintain their rights**. Rights, as a necessary requirement of a free and open democratic society, include:
 - Right and responsibility to **think, talk, debate and act**
 - freedom to **respectfully voice disagreement**;
 - the **responsibility to own your own thought, talks, and actions**
 - **acknowledge your learning** over time;
 - the **right not to be judged today for learning from your past**.

Overview and future: Theme for the year - promoting freedom and responsibility of speech. Promoting debating ideas without fear or favour. Prompting discussing the hot topics that children really want to know about: AND supported to act upon ideas - make a positive difference...

Current Approach:

Whilst the topic and the RE focus will be different, the structure of research, debate, act, can be similar. If there are projects continuing through the year and evolving with the children's guided lead, this, I think, becomes manageable and, potentially, hugely impactful - imagine the parent workshops and debates around these themes - led by the children....!?

We do a topic a termish/ or returning throughout year to core themes - and all focus - at age appropriate level - with the core elements -

Map out roughly - alongside the year - the themes and the revisits

- Link to RE topics and consider PSHE coverage from website [PSHE overview](#)

- [Planning document](#)

Week 1 9.9.24	A L L	1. Kind Safe Positive Learning - What does this mean? 2. Kind and Safety - complete safe hands - who are the people you can and should talk to when things are tough - why is talking useful? (Explain and demonstrate - if you don't share, we can't help you - with learning including other problems in your lives.) 3. Kind, Safe, Positive Learning - How do we all learn best? Is it the same or different to each other? What can help us to understand ourselves and others? What does kind look like (Scenarios of different learners in the same spaces.) a. Introduce/ review Learning Frequency Bots - different for different years	Resources
	Y 3	1. Share what the bots are - explain they will have one once they are all set up on the computers. 2. Share your own bot - what does my bot tell us about how I like to learn? a. Look at the sheets - add the image to the information: how can this help me to learn better? Show them how the different parts of the bot match with certain ways you learn and what you can do about them. b. What should I do? 3. Children have 10 different robots stuck on sugar paper to explore (a range of different staff members bots.) a. They identify the staff members' learning style and how they learn using generic key tool (NOT the specific one YET...)	*Own bot image to share. *Individual learning sheets Sugar paper staff bots The key documents x 10 *The specific staff sheet to check their analysis and

		b. NOW - they get given the autogenerated sheet and consider how this sheet will help the staff member to learn better. Do they agree? c. They add their own ideas for what else might help that staff member to learn better. 4. Explain that helping others is a kind thing to do. Helping others also helps us. How? 5. Soon, you will be completing this for yourself. Having completed this for a staff member, you should be better placed to do this. a. Did any of you have a similarity or a difference with the staff member you looked at? i. What does this mean for you? ii. What does this mean if you were in the same classroom both trying to learn? 1. KEY POINTS: a. We are all different b. We have to empathise/understand each other and accept we have to consider everyone.	consider what adjustments the staff member can make. *A space on sugar paper to add their own ideas to help the staff member. (Duncan to create a model of himself...)
	Y 4	As above...	
	Y 5	As above...	
	Y 6	As above...	
Week 2 Project to be shared...	ALL	Possible Christmas card design and teaching about Christianity for all - adapt content for year groups - Feedback to draft explorer plans.	
	Y 3	What is the story of Christmas for Christians (compare with another religion linked to year group - more targeted and mature questions as age increased). Part 2 - sharing the explore future plans and getting feedback	
	Y 4		
	Y 5		
Week	ALL	ROAD SAFETY - See long term planner developments  Explorer LT Planning 2024-2025	
	Y 3		
	Y 4		
	Y 5		
	Y 6		

Week	ALL		
	Y3		
	Y4		
	Y5		
	Y6		
Week	ALL		
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