

2025 Rivercrest PYP Programme of Inquiry

Who we are								
	ELC(Even) Com	ELC (Odd)	Prep	Year 1	Year 2	Year 3	Year 4	Year 5
	An inquiry into personal, physical, mental, social, and spiritual health	An inquiry into personal, physical, mental, social, and spiritual health	An inquiry into the nature of self, human relationships, including families	An inquiry into the nature of self; personal, physical, mental, social, and spiritual health	An inquiry into the nature of self; relationships including communities and cultures	An inquiry into the nature of self; personal, physical, mental, social, and spiritual health; what it means to be human	An inquiry into the nature of self; beliefs and values	An inquiry into the nature of self; rights and responsibilities; what it means to be human
Transdisciplinary Subjects	PSPE English, Maths	PSPE English, Maths	FRENCH and PSHE English, Maths, History	English, Maths, Personal and Social Development	MUSIC and PSHE English, Maths, History	PSHE, FRENCH English, Maths, Science	PSHE and DC English, Maths, Personal and Social Development	PSHE, FRENCH(S2) English, Maths, Personal and Social Development
Timing of UOI	Term 3	Term 1	Term 1 Wks 1-6	T1 Wk 5 – Wk 10	T1:W1-W6	Term 3	T3: Wk 6-9 T4: Wk 1-2	T1: Wks. 1-4
	Healthy Living	Friendships	Relationships	Nutrition	Culture	The Human Body	Leadership	Transition
Central Idea	Personal choices help us maintain a strong sense of wellbeing	People develop friendships through connections which support their well-being and identity	Relationships contribute to shaping our identity	Choice's individuals make contribute to health and well-being	Understanding culture helps us to appreciate each other	The interactions between human body systems contribute to health and survival	Leaders influence and impact the world in multiple ways	Responsibilities and expectations change as we grow older
Lines of inquiry	<ul style="list-style-type: none"> * Healthy habits and routines (Fu) * Supporting emotional wellbeing and personal safety * Consequences of choices (Ca) * Ways we can nurture a relationship with God (Fu) 	<ul style="list-style-type: none"> * How we develop friendships (Fu) * Roles and behaviours within friendships (Ca) * God wants us to be His friend (Co) 	<ul style="list-style-type: none"> * Relationships are diverse (Fo) * The importance of relationships (Co) * Roles and responsibilities in relationships (Re) * How a relationship with God can shape who we are (Co) 	<ul style="list-style-type: none"> * Healthy and unhealthy foods (Fo) * The different factors that influence food choices (Co) * The impact that dietary habits can have on our bodies (Ca) * The Christian responsibility to care for our bodies (Re) 	<ul style="list-style-type: none"> * Diverse cultures in our school community (Pe) * How people express their cultural heritage and beliefs (Pe) * Connecting with people of other cultures (Co) * God's command for us to love our neighbours as ourselves (Re+Pe) 	<ul style="list-style-type: none"> * How body systems work (Fu) * How body systems are interdependent (Co) * Impact of lifestyle choices on the body (R) * How God made us unique (Fu +Co) 	<ul style="list-style-type: none"> * Characteristics of an effective leader (Fo) * Positive contributions of individuals who have impacted our world (Ch) * Identifying and developing personal leadership qualities (Ch) * Biblical models of leadership (Co) 	<ul style="list-style-type: none"> * Changes and challenges from childhood to adolescence (Ch) * Rights and responsibilities change with age (Re) * How to effectively respond to change (Fu) * Christian spiritual growth and maturity (Re)
Key Concepts	Function Causation	Function Connection Causation	Form Connection Responsibility	Form Responsibility Connection Causation	Connection Perspective Responsibility	Function Connection Responsibility	Form Connection Change	Change Responsibility Function
Related Concepts	Health, choices, consequences, nutrition	Friendship and wellbeing	Relationships, family, identity, roles and responsibilities, friendship	Choice, Health, well-being, nutrition diet, habits	Culture, community, diversity	Systems, health, human body	Leadership, community, cause, and effect	Rights and responsibilities, childhood, adolescence, challenges
Approaches to Learning	Thinking Skills: Transfer skills Self-management Skills: Organisation	Social skills: Developing interpersonal relationships and collaboration skills Communication Skills: Exchanging information skills	Social Skills: Developing interpersonal and collaboration skills	Social Skills: Developing interpersonal and collaboration skills Self-Management Skills: States of mind	Communication skills: Exchanging information Social Skills: Developing interpersonal and collaboration skills Research skills: Media Literacy	Research Skills: Information-literacy skills	Social Skills: Interpersonal and Collaborative skills Thinking Skills Reflection	Social Skills: EQ Skill development Thinking skills: Reflection/ Metacognition
Learner Profile	Balanced Thinker Reflective	Caring Communicator Open-minded	Principled, Risk-taker	Balanced Principled	Principled, Thinker, Open-minded	Reflective Inquirer Knowledgeable	Communicator Risk taker Reflective	Reflective Principled
Wellbeing (Shalom)	Health	Health	Co-operation, Friendship	Self-Awareness H: Health A: Awareness	Open Mindedness	Exercise, Nutrition and Sleep	Use character strengths Pursuing success	Identity in Christ Physical, Spiritual, Mental, Social and Character Growth

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	How we express ourselves							
	ELC(Even)	ELC (Odd)	Prep	Year 1	Year 2	Year 3	Year 4	Year 5
	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values	An inquiry into the ways in which we discover and express, feelings, culture, beliefs, and values	An inquiry into the ways in which we discover and express, feelings, culture,	An inquiry into the ways in which we discover and express, feelings	An inquiry into the ways we reflect on, extend, and enjoy our appreciation of the aesthetic	An inquiry into the ways we reflect on, extend, and enjoy our creativity; nature, beliefs, and values	An inquiry into the ways in which we discover and express beliefs and values
Transdisciplinary Subjects	MUSIC English, Maths, Personal and Social Capabilities	DC English, Maths, Personal and Social Capabilities	ART English, Maths, History	MUSIC, ART,DC English, Maths, History, Intercultural Capability	DC, ART English, Maths, History	DIGITECH English, Maths, Design Technologies	MUSIC, ART, and FRENCH English, Maths	DC + MUSIC English,
Timing of UOI	Term 2 DC	Term 2 DC	Term 1 Wks 7-10 Term 2 - Wks 1-2	T1: Wk 3 -T4 Wk 9	Term 3 Wk 1-6	Term 4	T1 Wk 1-6	Ongoing Term 1, 2 ,3,4
	Stories	Play	Celebrations/Traditions	Cultural Stories	Character Studies	Media	Poetry	Period Literature
Central Idea	People express themselves through stories	Children explore and learn through play	Celebrations and traditions are expressions of human identity	Stories can be used to communicate a message.	Characters in literature help us to explore our emotions and reactions	People use media to create and manipulate messages for specific purposes and a targeted audience	Poetry is a creative expression of perspective	Literature can be a window into place and time
Lines of inquiry	<ul style="list-style-type: none"> * Elements of a story (Fo) * Methods of story telling (Fu) * God's love is communicated through the Bible (Fu) 	<ul style="list-style-type: none"> * Types of play (Fo) * Using creativity and imagination to explore and learn (P) * Exploring the Bible through play (Co) 	<ul style="list-style-type: none"> * Cultural features of traditions and celebrations (Fo) * Traditions and celebrations are links to our past (Co) * Understanding, respecting, and valuing difference (P) * Celebrations in the Bible (Co) 	<ul style="list-style-type: none"> * The purpose of stories (Pe) * Ways cultural stories are connected and shared (Fu) (Co) * The ways stories are structured(Fo) * Exploring the purpose of parables in the Bible (Pe) 	<ul style="list-style-type: none"> * Authors develop the setting, characters, and events to create mood (Fu) * How characters are reflected in different ways across cultures (Pe) * Characters model strategies that help us to manage our emotions (Re) * How people in the Bible respond to events (Res) 	<ul style="list-style-type: none"> * How images, text and music are used to influence (Fu) * Critical evaluation of messages presented in the media (R) * How media affects opinions and thinking (Pe) * Media can help us share the gospel message (Fu) 	<ul style="list-style-type: none"> * Different forms of poetry (Fo) * How poetry is used to convey a message and theme (Fu) * Poetry is used to communicate a perspective (Pe) * The book of Psalms (Co) 	<ul style="list-style-type: none"> * Historical fiction provides a way to understand the impact of past events on different communities (Cau and CH) * Literature can provide insight into the challenges people face (Co) * How understanding the context of literature will support meaning (Co) * The Bible was written within a specific historical period (Co)
Key Concepts	Form Function	Form Perspective Connection	Form Connection Perspective	Function Connection Perspective Form	Perspective Responsibility Function	Function Responsibility Perspective	Form Function Connection Perspectives	Change Connection Causation
Related Concepts	Craft of storytelling, expression	Play, creativity, imagination	Celebrations, traditions, culture	Stories, culture, communication	Character, Emotion, cause and effect, mood	Media, audiences, purpose	Poetry, self-expression, creativity	Literature, context, impact, historical eras, values
Approaches to Learning	Communication skills: Exchanging information Communication skills: Literacy skills	Social skills: Developing interpersonal relationships and collaboration skills Communication Skills: Exchanging information skills	Communication skills: Exchanging information skills	Thinking Skills: Creative thinking skills Communication skills: Literacy skills	Communication skills: Literacy skills Social Skills: Developing interpersonal and collaboration skills Social Skills: EQ skill develop	Communication skills: Literacy skills ICT skills Thinking Skills: Critical Thinking Skills	Communication skills: Literacy skills Communication skills: Exchanging Information skills	Communication skills: Literacy skills Self-Management Skills: Organisational Skills
Learner Profile	Risk-taker Communicator Knowledgeable	Risk Taker Balanced	Open-minded, Communicator	Open-minded, Communicator	Reflective, Communicator	Open-minded Balanced Communicator	Open-minded Communicator	Knowledgeable Open-Minded Communicator
Wellbeing (Shalom)	Awareness of Self & Others	Awareness of Self & Others	Expressing Gratitude	Paying Attention A: Awareness	Know and Understand Emotions	Managing peer pressure	Meditation: 'quiet time' Feelings/emotions of self and others, use of humour	Intrinsic Motivation Grit

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Where we are in place and time

	ELC(Even)	ELC (Odd)	Prep	Year 1	Year 2	Year 3	Year 4	Year 5
	An inquiry into personal histories; the relationships between the interconnected of individuals and civilisations; from local and global perspectives	N/A	An inquiry into homes from local and global perspectives	An inquiry into personal histories; the relationships between the interconnected of individuals and civilisations	An inquiry into the relationships between the interconnected of individuals and civilisations from local and global perspectives	An inquiry into journey's discoveries and explorations and migration of humankind; from local and global perspectives	An inquiry into personal histories, Journeys, migrations of humankind; from local and global perspectives	An inquiry into orientation of place and time; from local and global perspectives
Transdisciplinary Subjects	FRENCH (4yr old) English, Maths, Intercultural capability	N/A	DC and DIGITECH English, Maths, Geography	English, Maths, History	English, Maths, Geography	MUSIC English, Maths, History	French English, Maths, History, Civic and Citizenship	DIGITECH English, Maths, Science
Timing of UOI	Term 1	N/A	Term 3	Term 4	T1: W7-T2:W4	T1 Wk 1- 8	T4 Wk 3-9	T3 Wk6-9-T4 Wk1- 2
	Cultures	N/A	Homes	Past Generations	Community Systems	Exploration	Current Migration	Solar System
Central Idea	Cultural understanding and respect increase our appreciation of diversity	N/A	Where we live affects how we live.	Previous generations help us understand the changes in lifestyles between the past and present.	Systems meet the needs of a community	Exploration leads to discoveries and new understandings of the world	Migrants encounter challenges, risks, and opportunities	Earth is a part of a vast and mysterious solar system
Lines of inquiry	<ul style="list-style-type: none"> * How people of different cultures are alike and different (Fo) * Understanding and appreciating other cultures (Pe) * God calls us to love our neighbours as ourselves (Co) 	N/A	<ul style="list-style-type: none"> * Lifestyles differ around the world (Pe)Geographical location affects homes and lifestyles (Fo+ Ca) * Culture influences homes and lifestyles (F+ Ca) * Hospitality in the Bible (Fo) 	<ul style="list-style-type: none"> * Previous generations help us understand the past (Fu) * How aspects of the past still influence us today (Co) * Why some behaviours and practices have changed or remained the same over time (Ch) * How Jesus lived in Biblical times(Co) 	<ul style="list-style-type: none"> * Types of systems within a community (Fo) * How systems meet people's needs (Fu) * The interconnectedness of systems within a community (Co) * The systems churches have to support a local community (Co) 	<ul style="list-style-type: none"> * Reasons for exploration and colonisation (Ca) * The First Fleet (Fo) * The impact of early settlement on Australia (Pe) * The role of missions and missionaries throughout the world (Ca) 	<ul style="list-style-type: none"> * Reasons for migration (Pe) * Challenges, risks, and opportunities associated with migration (Ca) * Migrants impact local communities (Ch) * The Journeys of Paul (Re) 	<ul style="list-style-type: none"> * The composition of the solar system (Fo) * The Earth's place in space and time (Fu) * Current and future space exploration (Pe) * How the heavens declare the glory of God(Pe)
Key Concepts	Perspective Form Connection	N/A	Perspective Form Causation	Change Connection Function	Form Function Connection	Perspective Causation Form Responsibility	Perspective Change Responsibility Causation	Form Function Perspective
Related Concepts	Diversity, belonging, respect	N/A	Home, lifestyles, culture, geographical features, hospitality	Generations, past, present,Lifestyles, history	Systems, community, interconnectedness	Exploration, discoveries, colonisation; early settlement	Migration, opportunities, local and global perspectives	Systems, space, exploration
Approaches to Learning	Communication Skills: Exchanging information skills Social skills: Developing interpersonal relationships and collaboration skills	N/A	Research Skills: Information literacy skills	Research Skills: Information literacy skills	Thinking Skills: Critical Thinking Skills Thinking Skills: Transfer Skills	Social Skills: Developing interpersonal and collaboration skills	Research skills: Information literacy skills	Research Skills: Media literacy skills
Learner Profile	Open-minded Caring Inquirer	N/A	Inquirer, Knowledgeable	Knowledgeable Inquirer	Inquirer, Knowledgeable	Thinker Inquirer	Thinker Caring	Inquirer Knowledgeable
Wellbeing (Shalom)		N/A	Keeping Safe, Protective Behaviours	Identity in Christ L: Live your values M: Meaning and purpose	Co-operation	Courage Risk-taking	Dealing with conflict Interpersonal skills.	Journaling – Self Using scripture

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How we organise ourselves								
	ELC(Even)	ELC (Odd)	Prep	Year 1	Year 2	Year 3	Year 4	Year 5
	N/A	An inquiry into The interconnectedness of human-made systems and communities	N/A	An inquiry into the structure and function of organizations	An inquiry into the interconnectedness of human-made systems and communities; economic activities and their impact on humankind and the environment	An inquiry into economic activities and their impact on humankind and the environment;	An inquiry into the interconnectedness of human-made systems and communities; economic activities and their impact on humankind and the environment	an inquiry into societal decision making; and their impact on humankind and the environment.
Transdisciplinary Subjects	N/A	FRENCH English, Maths,	N/A	French English, Maths, Geography and Design Technologies	DIGITECH English, Maths, Design Technologies, Ethical Capabilities	ART English, Maths,Science	English, Maths,Design and Technologies	MANDARIN English, Maths,History, Civics and Citizenship
Timing of UOI	N/A	Term 3	N/A	T2 Wk 5 -10	T2: W5-T2:W10	Term 3 and Term 4	T 2 Wk 5-10	T2 Wk 1-6
	N/A	Communities	N/A	Food Production Systems	Technology	From Garden to Plate	Market Place/Design Thinking	Government
Central Idea	N/A	Communities provide services to meet people's needs	N/A	Communities have systems for production and distribution of food that affects the choices people make	Technology continually impacts the world and people in it.	Natural systems can be enhanced through human endeavours	Entrepreneurs use opportunities to creatively meet supply and demand	Governments and citizens have a shared responsibility to take action
Lines of inquiry	N/A	* The types of work performed in our community (Fo) * Services needed to support a community (Fu & Re) * God created us to lie in community (Fo)	N/A	* Food consumption is impacted by geographical location (Ca) * Food consumption is impacted by culture (Pe) * The systems for sourcing, producing, and distributing food (Fu) * The Bible provides nourishment for us (Pe)	* How technology has changed over time (Ch) * Technological choices impact the way we live (Re) * How technology connects people (Co) * How the Gospel can be spread using technology (Re)	* Organic food relies on natural systems (Fo) * The processes by which humans enhance natural systems (Fu) * How we use Gods provision for humanity (Re)	* Identifying supply and demand (Co) * The development and marketing of a product or service (Fu) * Entrepreneurial skills and attitudes (Fo) * Biblical perspectives on creativity (Co)	* Evaluating political systems (P) * The impact of government decision-making on human rights (Ca) How individuals and groups can take action (Re) * Christian ethic of citizenship (Re)
Key Concepts	N/A	Function Form Responsibility	N/A	Function Causation Perspective	Change Responsibility Connection	Function Form Responsibility	Connection Function Form	Responsibility Causation Perspective
Related Concepts	N/A	Communities, roles, partnerships	N/A	Systems, production, consumption, choice	Technology, cyber safety, choice	Natural systems, sustainability, hospitality, organic	Supply and demand, marketing, entrepreneurs, service	Government, decision-making, Action, Human rights, politics
Approaches to Learning	N/A	Research Skills: Media Literacy Skills	N/A	Research Skills: Information literacy skills	Communication Skills: Exchanging information skills Research Skills: Ethical use of media/ information	Self-Management Skills Organisational Skills	Self-Management Skills Organisational Skills Self-Management Skills: States of mind	Thinking Skills: Critical Thinking Skills Social Skills: Developing interpersonal and collaboration skills
Learner Profile	N/A	Reflective Principled	N/A	Inquirer Thinker	Balanced, Risk Taker	Principled Knowledgeable, Inquirer	Principled Knowledgeable Inquirer	Caring Risk Taker
Wellbeing (Shalom)	N/A		N/A	Making positive Choices S: Strength and Service	Respect Self/Others Online Cyber safety	Work Ethic – Dedication, determination, diligence	Taking Ownership Set goals and measure outcomes	Christian Action and Service Having a sense of purpose

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How the world works								
	ELC(Even)	ELC (Odd)	Prep	Year 1	Year 2	Year 3	Year 4	Year 5
	N/A	An inquiry into the natural world and its laws	An inquiry into the natural world and its laws	An inquiry into how humans use their understanding of scientific principles	An inquiry into how humans use their understanding of scientific principles	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies	An inquiry into the impact of scientific and technological advances on society and on the environment	An inquiry into how humans use their understanding of scientific principles
Specialists linking in	N/A	DC English, Maths,	MUSIC English, Maths, Science	FRENCH, DIGITECH, PSHE English, Maths, Science	English, Maths, Science	FRENCH English, Maths, Science	DIGITECH English, Maths, Design and Technologies	English, Maths, Science
Timing of UOI	N/A	All year	Term 2 Wks 3-10	T3 Wk 1-9	T4: Wk4-9	T1: Wk 9- T2 Wk. 5	T1 Wk 7-10- T2: Wk1-4	T4 Wk 3-9
	N/A	Seasons	The Five Senses	Simple Machines/Forces	Materials	Earth Science	Scientific Principles and Design Thinking	Energy
Central Idea	N/A	People live in a world with changing seasons	People explore, experience, and understand the world using their senses	Simple machines have changed the modern world	Materials can be changed in a variety of ways to meet different needs	The Earth changes over time as a result of natural processes and human activity	Design thinking can uncover new understandings and solve challenges	Energy transforms the world
Lines of inquiry	N/A	<ul style="list-style-type: none"> * Different types of weather and related activities(Fo) * Seasons vary and change (Ch) * God is in every season (Ca) 	<ul style="list-style-type: none"> * How the five senses work (Fu) * The senses are connected and work together (Fu) * How the senses help scientists to understand the world (Ca) * Jesus light of the world(Pe) 	<ul style="list-style-type: none"> * Simple machines in everyday life (fo) * Simple machines are classified according to how they work (Fu) * Simple machines often work within complex systems (Con) * Human ingenuity as a reflection of God (Fu) 	<ul style="list-style-type: none"> * Properties of matter (Fo) * How different forms of matter interact with each other (Fu) * Permanent and reversible changes of state (Ch) * The characteristics of God (Fo) 	<ul style="list-style-type: none"> * Geographical structures of the Earth (Fo) * Reasons for changes to the Earth's surfaces, including extreme weather conditions (Ch and Ca) * Human responses to geographical changes (Re) * A Christian's faith evolves and grows as life changes (Ch) 	<ul style="list-style-type: none"> * The design thinking process (Fu) * How people use design thinking to solve challenges (Pe) * How does scientific endeavour contribute to systems (Fu) * Innovative Christians who have positively impacted the world (Re) 	<ul style="list-style-type: none"> * Different forms of energy (Fo) * Different ways energy is generated and stored (Fu) * How electric circuits work (Fu) * The transformational power of the Holy Spirit (Ch)
Key Concepts	N/A	Form Change Causation	Function Causation Perspective	Form Function Connection	Form Function Change	Form Causation Responsibility Change	Perspective Function Responsibility	Form Function Change
Related Concepts	N/A	Weather, Seasons	Exploration, Discovery, The five senses, sound, light, empathy	Forces, simple machines, systems	Materials, Forms of matter, Permanent and reversible changes	Creation, geographical structures and surfaces, action	Local and global, design thinking, scientific principles	Energy forms, transformation, circuits, law of conservation
Approaches to Learning	N/A	Thinking Skills: Critical Thinking Skills Thinking Skills: Transfer skills	Thinking Skills: Critical Thinking Skills	Thinking Skills: Reflection/ Metacognition Social Skills: Interpersonal and collaborative skills	Self-Management Skills Organisational Skills Research Skills Information Literacy	Research Skills: Media Literacy Skills	Thinking skills: Creative thinking skills Thinking skills: Transfer skills	Thinking Skills: Creative Research skills: Information Literacy skills
Learner Profile	N/A	Inquirer Thinker Knowledgeable	Reflective, Thinker	Thinker Knowledgeable Inquirer	Principled, Thinker	Knowledgeable Caring	Risk-taker Thinker	Thinker Balanced
Wellbeing (Shalom)	N/A		Practising 'quiet times', Using the Senses, Zones of Regulation	Persistence Optimism	Executive Functioning Managing belongings, time and resources	Coping with Stress	Positive Self Talk Dealing with failure Resilience	Optimism

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Sharing the planet

	ELC(Even)	ELC (Odd)	Prep	Year 1	Year 2	Year 3	Year 4	Year 5
	An inquiry into Rights and responsibilities in the struggle to share finite resources with other people and with other living things	N/A	An inquiry into Rights and responsibilities in the struggle to share finite resources with other people and with other living things	An inquiry into communities and the relationships within and between them; peace and conflict resolution	An inquiry into Rights and responsibilities in the struggle to share finite resources with other people and with other living things	An inquiry into Rights and responsibilities in the struggle to share finite resources with other people and with other living things	An inquiry into access to equal opportunities	An inquiry into Rights and responsibilities in the struggle to share finite resources with other people and with other living things
Specialists linking in	English, Maths, Science	N/A	French English, Maths, Science	PSHE English, Maths, Ethical Capability	FRENCH English, Maths, Science	DC English, Maths, Science	English, Maths, Business Economics	ART English, Maths, Science
Timing of UOI	Year long and Term 4	N/A	Term 4	T1: Wks 1-4; T2: Wks 1-4	Term3 Wk7-Term4 Wk3	T2 Wk 6- T2 Wk 10	T3 Wk 1-5	T1 Wk5-10
	Waste	N/A	Life Cycles	Conflict	Natural Resources/Water	Ecosystems/Climate Change	Wealth/Equality	Adaptations
Central Idea	The waste we produce impacts the environment	N/A	All living things go through cycles and change	Peoples' values influence their approach to solving conflict	The choices people make affect the Earth's resources	Living things impact and are dependent upon ecosystems	Distribution of wealth affects communities and individuals' access to resources and opportunities	Living things are affected by and adapt to the natural world
Lines of inquiry	<ul style="list-style-type: none"> * Types of waste (Fo) * Impact of waste on the environment (Ch) * The steps we can reduce, reuse, recycle to protect the environment (Re) * God calls us to be stewards of his Creation (Re) 	N/A	<ul style="list-style-type: none"> * Classification and features of living and non-living things (Fo) * How life cycles are similar and different (Co) * How living things and their needs change throughout their life cycle (Fu) * How we grow spiritually (Ch) 	<ul style="list-style-type: none"> * Causes of conflict (Ca) * Consequences of conflict on relationships and in communities (Pe) * Strategies used to resolve conflict (Re) * How Jesus dealt with conflict (Pe) 	<ul style="list-style-type: none"> * Earth's renewable and non-renewable resources (Fo) * The effects of human activity on water (Ca) * Sustainability of resources (Re) * Our Christian responsibility in a global community 	<ul style="list-style-type: none"> * Characteristics of an ecosystem (Fo) * How and why ecosystems change (Ch) * The impact of climate change on ecosystems (Ca) * How people are responsible for God's creation (Re) 	<ul style="list-style-type: none"> * Relationship between wealth and power (Co) * How the distribution of wealth affects communities and individuals (Ca) * Equitable access to resources and opportunities (Re) * Biblical teaching about wealth(Co) 	<ul style="list-style-type: none"> * Characteristics of biomes (Fo) * Challenges facing living things (Ca) * The structural features of living things that support survival (Co) * Spiritual strength in all seasons of life (Fo)
Key Concepts	Form Responsibility Change	N/A	Form Change Connection Function	Causation Perspective Responsibility	Form Causation Responsibility	Form Change Causation Responsibility	Responsibility Causation Connection	Form Connection Causation
Related Concepts	Waste, environment, recycling, impact	N/A	Living things/ non-living things, cycles, needs, classification	Values, conflict, cause and effect, consequences, Choice	Renewable; non-renewable resources, sustainability, roles, and responsibilities	Interdependence, Living things, ecosystems, global warming	Poverty, wealth, equality, ethics	Adaptions, survival, characteristics, challenges
Approaches to Learning	Thinking Skills: Creative thinking skills Thinking Skills: Information Transfer skills	N/A	Self- Management Skills Organisation skills	Social Skills: Developing interpersonal and collaboration skills Social Skills: EQ skills develop Communication skills Exchanging information skills	Research Skills: Ethical use if media information Thinking Skills: Creative thinking skills	Research Skills: Information literacy skills	Thinking skills: Critical thinking skills	Self- Management Skills States of Mind
Learner Profile	Principled Thinker	N/A	Balanced, Caring	Caring Risk-Taker	Inquirer, Caring	Reflective Caring Balanced	Caring Balanced Open-minded	Balanced Reflective
Wellbeing (Shalom)			Spiritual Growth	Managing disagreements L: Live your values	Showing Care Empathy	Growth Mindset	Fairness Boundaries Protective Behaviours	Fear and Courage

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