



The Swallowtail Federation of Church Schools



With friendship, trust and kindness we fly!

(Love your neighbour as yourself, Mark 12:30-31)

We welcome all people and encourage everyone to meet their full potential – to love each other, love to learn and learn to live in all its fullness. We love our neighbours – in our school, our federation, the local community, nationally and globally, as Jesus told us to do so.

Religious Education Policy

This policy will be reviewed in full by the Governing Body every 2 years. This policy was last reviewed and agreed by the Governing Body Dec 2021. It is due for review Dec 2023.

Signature N.J.Butcher Exec Headteacher Date: Dec 2021

Signature S.Watts Chair of Governors Date: Dec 2021

Religious Education in this Federation of Church schools contributes to the outworking of our vision which focuses on the Christian values of trust, friendship, compassion and respect. Our vision is in line with the Church of England Statement of Entitlement for RE (2019) which is one of human flourishing that inspires what our schools are and what we do, providing a good education which promotes life in all its fullness, thereby educating the whole child. Religious Education is unique in the National Curriculum in that it is neither core nor foundation, but statutory for all pupils. We believe that Religious Education is a vital part of the curriculum which produces a variety of outcomes that promote religious literacy, helping children and young people to hold balanced and well-informed conversations about religion and belief.

1 Aims and purpose

- 1.1 At Swallowtail we aim for Religious Education to enable pupils to:
- know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
 - know and understand about other major world religions and world views, their impact on society, culture, and the wider world, enabling pupils to express ideas and insights.
 - explore their own beliefs (whether religious or non-religious), in the light of what they learn, developing and enriching their own spiritual/philosophical convictions and beliefs.
 - ask challenging questions and discuss learning about themselves, and others.
 - show a well-informed, balanced, and respectful attitude to beliefs and world views.
 - develop a sense of identity and belonging, which helps them to flourish within communities and consider their responsibilities to themselves and to others.
 - engage in meaningful and well-informed dialogue with those of faith and none, helping to challenge prejudice.
- 1.2 These aims promote the spiritual, moral, social and cultural development of pupils as they explore the concepts of belief and the impact it has on individuals and cultures. Religious Education also plays a role in preparing children to become responsible citizens with an ability to discern and value truth and goodness, and to make positive and healthy choices. RE will also develop an understanding and appreciation of diversity, which challenges racism and discrimination, instead promoting community cohesion. It involves the study of matters of global significance, recognising the diversity of religion and belief and its impact upon society.
- 1.3 These aims are in line with the Church of England Statement of Entitlement for RE (2019).

2 Time allocation

- 2.1 In accordance with the Norfolk Agreed Syllabus 2019 recommendations, and the Church of England Education Office Statement of Entitlement for RE (2019), the school devotes 5% of its curriculum time to the teaching of RE, of which 50% is devoted to the teaching of Christianity.
- 2.2 In practice the Swallowtail Federation allocates the following hours of time dedicated to the teaching of Religious Education:
- EYFS: 36 hours per year = 50 minutes a week split into specific teaching (20/30 minutes) along with continuous provision
 - Key Stage 1: 36 hours per year, 50 minutes a week or equivalent.

- Key Stage 2: 45 hours per year, 1 hour a week or equivalent.

2.3 Throughout the Swallowtail Federation, in conjunction with the Norfolk Agreed Syllabus 2019, religions and worldviews, school contextualising factors and weighting of religions and beliefs, are taught in the following percentages:

Religions & Worldviews	School contextualising factors	Weighting of religions & beliefs
EYFS		
1. Christianity 2. At least one other religion, religious belief or worldview	RE at EYFS will prepare children for the multi-disciplinary approach. Pupils begin to explore religion and worldviews in terms of special people, times, places, and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices, and forms of expression.	No weighting is specified in EYFS.
KS1		
In-depth investigation of: 1. Christianity 2. One other principal world religion. And encountering : 3. At least one other principal religion or worldview reflected in the local context.	Schools should consider the following factors when deciding what to study as 2 and 3: <ul style="list-style-type: none"> • Understanding of the beliefs and practices of a 'non-Abrahamic' tradition, e.g. Sikhism. • Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam. • The local context. Provide foundations for KS2.	More time should be spent on Christianity than any other individual religion or worldview. A minimum of 50% of allocated curriculum time should be spent on (1) and a minimum of 25% on (2). The remainder on (3).
KS2		
In-depth investigation of: 1. Christianity 2. Two other principal world religions. And encountering: 3. At least one other religion, or worldview.	Schools should consider the following factors when deciding what to study as 2 and 3: <ul style="list-style-type: none"> • Understanding of the beliefs and practices of a Dharmic tradition, e.g. Hinduism. • Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam. • The local context. Build upon learning at KS1, provide foundations for KS3.	More time should be spent on Christianity than any other individual religion or worldview. A minimum of 50% of allocated curriculum time should be spent on (1) and a minimum of 20% on each of (2). The remainder on (3).

3 Curriculum and Planning

- 3.1 In order to achieve these aims, a balanced curriculum is provided across Early Years, Key Stage 1 and Key Stage 2. High quality learning experiences in Religious Education are designed and provided by careful planning of the teachers in accordance with the Norfolk Agreed Syllabus 2019 and the Understanding Christianity resources (2016). The use of this resource particularly supports the development of the theological aspect of RE. Effective planning and cohesion across the federation should lead to a deeper understanding and level of discussion from Nursery to Year 6.
- 3.2 The depth of exploration within the subject deepens with each year group so that our children build upon foundations already laid from the previous year.
- 3.3 Knowledge organisers, supplied from the Diocese of Norwich, are used to support the planning, and teaching of the Norfolk Agreed Syllabus 2019, Religious Education big questions.
- 3.4 Religious Education needs to provide a balance between three disciplines. These are:
- **Theology:** This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.
 - **Philosophy:** This is about thinking. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge, and existence.
 - **Human/Social Sciences:** This is about living. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities, and societies.
- 3.5 The three discipline lenses are balanced within the federation's Religious Education long term, two year rolling programme. These lenses are colour coded throughout planning and classroom displays.

4 Enquiry based learning

- 4.1 Religious Education is taught through an enquiry approach. Each topic starts with a broad and open enquiry question that shows the direction of learning, which is aided by clear learning outcomes. This question is referred to constantly, which allows children to discuss and show how their learning is developing their understanding of their answer.
- 4.2 Learning should be engaging, as children reflect and discuss based on experiences of handling artefacts, exploring materials, and stepping into the lives and events of significant individuals.
- 4.3 The enquiry process is taught in 5 stages:
- Engage – the topic is introduced with the key question and concept. A stimulus is often used to engage the children's attention.
 - Enquire – children are inspired and engaged to ask questions and lead their learning towards what they want to find out.
 - Explore – the main learning is conducted, going deeper using teaching strategies.
 - Evaluate – dialogue about the learning is encouraged.
 - Express – children answer the question to show their progression of learning.

5 Assessment

- 5.1 It is the responsibility of the teacher to assess all pupils in their class, in accordance with the school Assessment policy and timetable. We assess the children to ensure good progress and to guide future learning, according to the understanding relating to the key enquiry question for each topic.
- 5.2 Children are assessed against the Age-Related Expectations and are recorded on Pupil Asset. Assessments must be termly.
- 5.3 We ensure assessment is rigorous and in accordance with the Age-Related Expectations to ensure that we follow the guidance from the Diocese of Norwich which states: "Effective curriculum design and assessment depends upon teachers having a clear understanding of what they are expecting pupils to achieve.
- 5.4 Each child has their own Religious Education exercise book which shows their learning journey through photographs, written pieces, artwork, and texts. EYFS record on Tapestry. Learning is self-assessed, by the children, against the learning objective and success criteria for each lesson.

6 Responsibilities

- 6.1 The subject lead is responsible for assessing the teaching and learning of RE in our schools.
- 6.2 The Executive Head Teacher and governors make sure:
- RE has a high profile.
 - Pupils make progress in achieving the learning objectives of the RE curriculum.
 - RE is well-led and that standards and provision are subject to regular and effective self-evaluation.
 - Regular training opportunities are taken.
 - New staff induction includes the requirements for RE in a voluntary controlled church school federation.

Monitoring

- 7.1 The Religious Education subject lead will monitor Religious Education provision and standards through observations, book scrutinies, discussion with children, pupil voice surveys and learning walks.
- 7.2 The SIAMS monitoring governors will also monitor and provide feedback, as well as meet regularly with the subject lead.
- 7.3 Self-evaluation will be regularly discussed and updated.

8 Withdrawal

- 8.1 We expect all children to take part in Religious Education and will provide this as a legal requirement. However, any parent can request permission for their child to be wholly or partly excused from Religious Education lessons.
- 8.2 A child who is wholly or partly excused from Religious Education provided by the federation may receive the kind desired by the parent elsewhere, provided that it

does not interfere with attendance on any day except at the beginning or end of a school session.

- 8.3 A child who is wholly or partly excused from Religious Education provided by the federation may receive the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.
- 8.4 A teacher can request permission not to teach Religious Education and must not be discriminated against for their own religious opinions or practices.
- 8.5 The executive head teacher keeps a record of all children and staff who have been/requested to be withdrawn from Religious Education. This is reported, annually, to the governors.

Statement of Entitlement (2019)

Follow this link:

<https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf>

Appendices 1

Our Curriculum

EYFS					
1	2	3	4	5	6
Why is the word 'God' so important to Christians? <i>Understanding Christianity</i>	How do Christians celebrate Christmas?	Why did Moses receive the 10 commandments?	Why do Christians put a cross in an Easter Garden? <i>Understanding Christianity</i>	How is a place sacred?	Why do Christians read Bible stories?

Year A				
Key Stage 1				
What do my senses tell me about the world of religion and belief?	Why does Christmas matter to Christians? <i>Understanding Christianity</i>	How do Jewish people celebrate Passover (Pesach)?	How do Christians belong to their faith family?	What do Christians believe God is like? <i>Understanding Christianity</i>
Lower Key Stage 2				
How do people express commitment to a religion/worldview in different ways?	What is it like to follow God? <i>Understanding Christianity</i>	What is philosophy? How do people make moral decisions?	What is the trinity?	What do we mean by the truth? Is seeing believing?
Upper Key Stage 2				
Is believing in God reasonable?	What kind of king is Jesus? <i>Understanding Christianity</i>	How and why does religion bring peace & conflict?	Creation or science: conflicting or complementary?	What can we learn about the world/knowledge/meaning of life from the great philosophers?

Year B				
Key Stage 1				
Why do people have different views about the idea of God?	Why is light an important symbol for Christians, Jewish people and Hindus?	Why does Easter matter to Christians? <i>Understanding Christianity</i>	How does a celebration bring a community together?	How did the universe come to be?
Lower Key Stage 2				
What do Christians learn from the creation story? <i>Understanding Christianity</i>	How do religious groups contribute to society & culture?	What does sacrifice mean?	What difference does being a Muslim make to daily life?	Where do Christian religious beliefs come from?
Upper Key Stage 2				
How has belief in Christianity/Islam impacted on music & art through history?	How can following God bring freedom & justice? <i>Understanding Christianity</i>	What does it mean to be human? Is being happy the greatest purpose in life?	How do Buddhists explain suffering in the world?	How do Hindus believe? How do they express their faith?

Appendices 2

Example Knowledge Planner, including end points that are used for assessing the children

Religious Education and Worldviews
Knowledge Organiser to support the Norfolk Agreed Syllabus
Year Group: 2
Enquiry: 3



How do Christians belong to their faith family?

(Intention) What we intend to cover in our learning: (Topic web of concepts here)

Engage

Session 1: Discuss the different groups/families they belong to and how they know and how other people will know. The importance of worshipping together on a Sunday. Look at images to do with Christian worship and ask the children to discuss, raise questions and comments. A good resource for this is Picturing Christianity.

Enquire and Explore

Session 2: Explore what is a First Communion, Christenings and Baptisms show Christians belong to their faith family. Go to your local church and ask your vicar to walk through or undertake a mock baptism in church. Explaining each stage. What do the children notice, what is important? Why?

Session 3: Explore how artefacts (font/christening candles/chalice and paten) are used to show Christians belong to their faith family. Look at how artefacts (prayer/hymn book) are used to show Christians belong to their faith family through worship. A good video for this is:

www.bbc.co.uk/bitesize/clips/zm87tfr

Session 4: Explore the use of light and water in both infant and adult baptism/christening. Research the different symbols (cross/fish) that show belonging. Ask the children to design their own symbols.

Evaluate

Session 5: Think about why prayer might be used in worship that welcomes a new member to the community. Look at different version, a good website for this is:

<https://churchofenglandchristenings.org/prayers/> Create a prayer to highlight the importance of being a part of a religious family

Session 6: Look at how the church is a group of people/faith family not only a building. A good website for information is: www.patheos.com/blogs/markdroberts/series/what-is-a-church/ a good video for children to use is: <https://youtu.be/5cCLbiXj1y8> Can the children draw what they think a church is and the people that make a church e.g. vicar, organist, choir, readers, congregation – the different groups e.g. Mothers Union etc.

Express

Session 7: Pose the question - How using the name Christian means they belong to their faith family? Ask the children to draw / write/ discuss how this is represented in the special services, symbols and people involved.

(Implementation) Key words I will use and need to know:

Baptism	Belong	Belonging	Chalice	Christening
Communion	Faith	Font	Paten	Worship

(Implementation) Key information we will learn:

- ✓ The importance of worshiping together on a Sunday.
- ✓ How First Communion, Christenings and Baptisms show Christians belong to their faith family.
- ✓ How artefacts (font/christening candles/chalice and paten) are used to show Christians belong to their faith family.
- ✓ How artefacts (prayer/hymn book) are used to show Christians belong to their faith family through worship.
- ✓ The use of light and water in both infant and adult baptism/christening.
- ✓ The different symbols (cross/fish) that show belonging.
- ✓ The church as a group of people/faith family not only a building.
- ✓ How using the name Christian means they belong to their faith family.

(Implementation) Things to do and find out at home:

- Find out about different sorts of Christian churches from around the world and make a fact file.
- Visit your local church and find out what groups and activities it undertakes – this is what a church is! Make a list or take pictures to talk to the class about your visit.
- Write a special article for your local church magazine or draw a picture representing how important a church can be in its local community. What would it be like without the church and the work it does?

(Implementation) Some key information you can find more out about:

- ✓ The importance of worshipping together on a Sunday. More information here: www.ligonier.org/blog/why-christians-worship-sunday/
- ✓ How First Communion, Christenings and Baptisms show Christians belong to their faith family. More info on first communions can be found here: <https://catholicexchange.com/tradition-and-the-meaning-of-first-holy-communion> and christenings here: www.bbc.co.uk/bitesize/guides/znqck2p/revision/3
- ✓ The different symbols (cross/fish) that show belonging. More information can be found here: www.learnreligions.com/christianity-symbols-illustrated-glossary-4051292

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- ✓ Identify how Christians beliefs impact on their worship and sense of belonging.
- ✓ Identify some Christians symbols and artefacts.
- ✓ Identify different ways in which Christians show they belong to their faith family.
- ✓ Recognise that some people call themselves Christians.

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Social Human Sciences

- A. The diverse nature of religion**
Recognise the names of different religions, religious beliefs and worldviews and use them correctly.
- B. Diverse ways in which people practice and express beliefs**
Identify evidence of religion and belief especially in the local area.
- C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa**
Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.