



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.

Rolling programme for the Swallowtail Federation of Church Schools
Key Stage 1

Year A					
Unit N°	1	2	3	4	5
Big question	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>
Discipline	<i>Philosophy</i>	<i>Theology</i>	<i>Human/Social Sciences</i>	<i>Human/Social Sciences</i>	<i>Theology</i>
Religion/Worldview	Christianity, Judaism, Hinduism	Christianity	Judaism	Christianity	Christianity

Year B					
Unit N°	1	2	3	4	5
Big question	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?
Discipline	<i>Philosophy</i>	<i>Theology</i>	<i>Theology</i>	<i>Human/Social Sciences</i>	<i>Philosophy</i>
Religion/worldview	Christianity, Hinduism, Islam, Humanism	Christianity, Judaism, Hinduism	Christianity	Judaism, Islam	Hinduism, Christianity

Requirements for KS1 from the 2020 Syllabus

Religions & Worldviews	School contextualising factors	Weighting of religions & beliefs
<p>In-depth investigation of:</p> <ol style="list-style-type: none">1. Christianity2. One other principal world religion. <p>And encountering :</p> <ol style="list-style-type: none">3. At least one other principal religion or worldview reflected in the local context.	<p>Schools should consider the following factors when deciding what to study as 2 and 3:</p> <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.	<p>More time should be spent on Christianity than any other individual religion or worldview.</p> <p>A minimum of 50% of allocated curriculum time should be spent on (1) and a minimum of 25% on (2).</p> <p>The remainder on (3).</p>