



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.

**R.E rolling programme for the Swallowtail Federation of Church Schools**  
**Key Stage 2; Years 5/6**

Year A					
Unit N°	1	2	3	4	5
<b>Big question</b>	Is believing in God reasonable?  5	What kind of king is Jesus?  <i>Understanding Christianity</i>	How and why does religion bring peace & conflict?  6	Creation or science: conflicting or complementary?  6	What can we learn about the world/knowledge/meaning of life from the great philosophers?  5
<b>Discipline</b>	Philosophy	Theology	Human Social Science	Theology	Philosophy
<b>Religion/worldview</b>	Multi and Humanism	Christianity	Multi	Christianity and Humanism	Buddhism and Christianity

Year B					
Unit N°	1	2	3	4	5
<b>Big question</b>	How has belief in Christianity/Islam impacted on music & art through history?  5	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?  6	How do Buddhists explain suffering in the world?  6	How do Hindus believe? How do they express their faith?  5
<b>Discipline</b>	Human/Social Sciences	Theology	Philosophy	Theology	Human/Social Sciences
<b>Religion/Worldview</b>	Christianity and Islam	Christianity	Christianity and Humanism	Buddhism	Hinduism

### Requirements for KS2 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"> <li>1. Christianity</li> <li>2. Two other principal world religions.</li> </ol> <p>And encountering:</p> <ol style="list-style-type: none"> <li>3. At least one other religion, or worldview.</li> </ol>	<p>Schools should consider the following factors when deciding what to study as 2 and 3:</p> <ul style="list-style-type: none"> <li>● Understanding of the beliefs and practices of a Dharmic tradition, e.g. Hinduism.</li> <li>● Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam.</li> <li>● The local context.</li> <li>● Build upon learning at KS1, provide foundations for KS3.</li> </ul>	<p>More time should be spent on Christianity than any other individual religion or worldview.</p> <p>A minimum of 35% of allocated curriculum time should be spent on (1) and a minimum of 20% on each of (2).</p> <p>The remainder on (3).</p>