



The Swallowtail Federation of Church Schools   
**With friendship, trust and kindness we fly!**  
*(Love your neighbour as yourself, ' Mark 12:31)*

## 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 Nov 2023. It is due for review Nov 2025.

Signature      N.J.Butcher

Exec Headteacher

Date: Nov 2023

Signature      S.Watts

Chair of Governors

Date: Nov 2023

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 pupils 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.
- become religiously literate through the three disciplines.

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 pupils 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   |
|--|--|--|
| <b>EYFS</b>  |  |  |
| 1. Christianity<br>2. At least one other religion, religious belief or worldview   | RE at EYFS will prepare pupils for the multi-disciplinary approach.<br><br>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.   |
| <b>KS1</b>   |  |  |
| In-depth investigation of:<br>1. Christianity<br>2. One other principal world religion.<br><br>And encountering :<br>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:<br><br><ul style="list-style-type: none"> <li>Understanding of the beliefs and practices of a 'non-Abrahamic' tradition, e.g. Sikhism.</li> <li>Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam.</li> <li>The local context.</li> </ul> Provide foundations for KS2.  | More time should be spent on Christianity than any other individual religion or worldview.<br><br>A minimum of 50% of allocated curriculum time should be spent on (1) and a minimum of 25% on (2).<br><br>The remainder on (3).         |
| <b>KS2</b>   |  |  |
| In-depth investigation of:<br>1. Christianity<br>2. Two other principal world religions.<br><br>And encountering:<br>3. At least one other religion, or worldview.   | Schools should consider the following factors when deciding what to study as 2 and 3:<br><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> </ul> Build upon learning at KS1, provide foundations for KS3.   | More time should be spent on Christianity than any other individual religion or worldview.<br><br>A minimum of 50% of allocated curriculum time should be spent on (1) and a minimum of 20% on each of (2).<br><br>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 pupils 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 unit 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 pupils to discuss and show how their learning is developing their understanding of their answer.

4.2 Learning should be engaging, as pupils 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 pupils' attention.
- Enquire – pupils 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 – pupils 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 pupils to ensure good progress and to guide future learning, according to the understanding relating to the key enquiry question for each topic.

5.2 Pupils are assessed against the Age-Related Expectations and are recorded on Pupil Asset. Assessments must be carried out at the end of each enquiry question.

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 class has a floor book which shows group and class learning through photographs, artwork and pupil voice. EYFS also record their learning on Tapestry. The year 2 class and key stage 2 pupils each have their own Religious Education exercise book which shows their learning journey through photographs, written pieces, artwork, and texts. Learning is assessed against the learning objective.

## **6 Responsibilities**

6.1 The subject lead is responsible for assessing the teaching and learning of RE across the federation.

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 pupils, 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 pupils 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 pupil 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 pupil held 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 pupils 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

| Year A   |   |   |   |  |                                       |
|--|---|---|---|--|---------------------------------------|
| EYFS   |   |   |   |  |                                       |
| Why is the word 'God' so important to Christians?<br><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?<br><i>Understanding Christianity</i> | How is a place sacred?   | Why do Christians read Bible stories? |
| Key stage 1  |   |   |   |  |                                       |
| What do my senses tell me about the world of religion and belief?                      | Why does Christmas matter to Christians?<br><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?<br><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?<br><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?<br><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   |   |   |  |   |   |
|--|---|---|--|---|---|
| EYFS   |   |   |  |   |   |
| Should Noah trust in God?  | Why do Christians perform Nativity plays at Christmas?<br><i>Understanding Christianity</i> | What do Christians believe about God?<br><i>R.E today BQBA Vol 1 Pg 4-9</i> | How do Christians and Muslims worship God?<br><i>R.E today BQBA Vol 4 Pg 4-8</i> | What do people from different religions do to welcome babies?<br><i>R.E today BQBA Vol 5 Pg 4-9</i> | Why and how do people say they are sorry when they have done something wrong?<br><i>R.E today BQBA Vol 6 Pg 4-9</i> |
| 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?<br><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?<br><i>Understanding Christianity</i> | How do religious groups contribute to society and 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 and art through history?        | How can following God bring freedom and justice?<br><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 pupils.

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](http://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/](http://www.patheos.com/blogs/markdroberts/series/what-is-a-church/) a good video for children to use is: <https://youtu.be/5cCLbXl1y8> 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/](http://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](http://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](http://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.





## Appendices 3

Example Understanding Christianity unit, including outcomes and knowledge building blocks that are used for assessing pupils.

### CORE LEARNING

#### ★ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

-  Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
-  Recognise that stories of Jesus' life come from the Gospels.
-  Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
-  Decide what they personally have to be thankful for at Christmas time.

**NOTE:** You can use this unit for Year 1 or Year 2. If you teach Christmas to every year group, the Core Learning section is suitable for Year 1 and Digging Deeper is suitable for Year 2.

#### KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).
- Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.

**NOTE:** Teachers should read the Essential Information pages before teaching this unit.

## INCARNATION

WHY DOES CHRISTMAS MATTER TO CHRISTIANS?

#### YOU MIGHT LIKE TO START WITH...

Most pupils have some experience of Christmas and can talk about signs that show Christmas is coming. Take the pupils on a 'looking for Christmas' walk in the local area. Which signs can they spot that show Christmas is coming? A photo record will enable them to remember and talk about what they have observed. It will be important to refer back to this later in the work. Alternatively, find some early Christmas adverts on TV or in magazines. Ask pupils why they think Christmas matters to Christians. Record their answers.

#### MAKING SENSE OF THE TEXT

- Tell some familiar stories containing a character appearing to be someone she/he is not (for example, The Frog Prince, Beauty and the Beast). Pupils can spot the relevant characters, discussing what they look like and who they really are.
- Look at a picture of baby Jesus. What can we tell about him just by looking at his picture? Although Jesus might not have looked particularly special, Christians believe he was actually very special indeed – they believe he was God on Earth!
- Explain that Christians believe that God came to Earth to be with people and show them how to live. When God first came, he was not a big man, just a baby with a mummy called Mary. Discuss who in the class has younger siblings, cousins, and so on, how we feel when new babies are on the way and born, and what we do to prepare.
- Think about getting a bedroom ready for a new baby, and discuss what we would put into it. Although all babies are special, imagine the new baby is even more special than most, because this one is also God. How could we make the bedroom extra special? Hundreds of toys, the most beautiful crib, special pictures on the walls? Ask pupils to sketch the rooms. Ask pupils to imagine who would come to visit such a baby.
- Tell the story from the Gospel of Luke in an interesting way. A Christmas story trail is recommended, in the hall, or even around the local church, with stations being a) Nazareth – Gabriel visiting Mary. b) Journey from Nazareth to Bethlehem. c) Bethlehem – Jesus being born and placed in a manger. d) Fields – Angels appearing to shepherds. e) Bethlehem – Shepherds visiting the baby. At each stop on the trail, pupils should hear the relevant part of the story and collect an applicable picture to take back to class. Pupils should use pictures to retell and consolidate knowledge of the story; for example, make short books with one picture per page (pictures should be in the correct order) and write a sentence for each; stick the five pictures to five sides of a cube with the word 'God' on the sixth side – whenever the cube is rolled pupils should talk about the relevant parts and ideas in the story.
- Look back at ideas for Jesus' bedroom. Compare with the living conditions Jesus actually got. Remind pupils who it was that came to visit Jesus – not rich people, but poor shepherds. Explain this shows that God came to earth to bring good news to everyone, even poor people. The good news was about God and how to be close to him. Ask pupils to act out what the shepherds might say to Mary and Joseph, and the questions they might ask.
- Talk about why Christmas matters to Christians today – what are their ideas now?





## UNDERSTANDING THE IMPACT

- Revisit pictures taken on 'looking for Christmas' walk (or show some taken by staff of the area, or look at the Christmas adverts). Can pupils see any signs of the Jesus story?
- Look at some Christmas cards and work out which have signs of the story, and which do not (NB: do not use cards with pictures of wise men because these feature only in Matthew, which pupils will not study until the Digging Deeper section, or in Year 2). Ensure that cards not explicitly linked to the story are not dismissed as 'wrong'. They are part of secular traditions surrounding Christmas, but pupils should understand that the activity is focusing on Christian reasons for the festival.
- If possible, walk to a local church – which signs of the Jesus story can be seen here in the run-up to Christmas? Which colour vestments will the vicar wear at this time of year, and why? If a trip cannot be arranged, a local vicar or member of the church could visit the class with photos of the signs. Explain that Christmas Day is the day when Christians celebrate Jesus' birth. This is why there are lots of clues about Jesus being born, in the church and elsewhere. It is celebrating Jesus' birthday!
- Introduce the word 'advent' as the arrival of something or someone. Explain that the four weeks leading up to Christmas are Advent, when some Christians wait and prepare for celebrating the birth of Jesus. Introduce some Advent traditions and make sure pupils know their meanings (this may be done as part of the church trip). For example, make an Advent wreath – a circle to show that God lasts forever; light four candles on Sundays leading up to Christmas, with the fifth candle symbolising the birth of Jesus on Christmas Day; make a crib scene as a reminder of the birth story; make an Advent calendar to count down to the day Jesus was born.
- If appropriate, help the local church with their Advent preparations. Can crib scenes or religious decorations for the Christmas tree (based on the Gospel of Luke) be produced for the church to use?
- Revisit the key question: What answers can pupils give to it now – 'Why does Christmas matter to Christians?'



## MAKING CONNECTIONS

- Explain that Christmas is a time when many Christians thank God that Jesus came to earth to show and tell people how to live. It's also a time when people put up decorations. Discuss who puts up decorations for family birthdays and explain that at Christmas, many people put up decorations to celebrate Jesus' birthday. What decorations do pupils use?
- Get pupils to think about thankfulness in relation to the Christmas story. What 'thank you' prayers and sentences might people in the story (Mary, Joseph, shepherds, angels) have said at different moments? Make a paper chain of these 'thank you' words as part of class Christmas decorations (use big links, and supported writing and talk to enable deeper thinking; some pupils may choose/need to show their ideas with pictures). Use red and green paper to make this chain.
- How do people show gratitude at Christmas? Discuss whether pupils have anything to be thankful for at Christmas this year. Make another paper chain (use two different colours, maybe blue and purple this time) of all the 'thank yous' the pupils can think of that they need to say this Christmas: to family, friends, teachers, dinner supervisors and so on, for all that makes Christmas a special time of year.

## DIGGING DEEPER

### ★ OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- 1. Recognise that Incarnation is part of the 'Big Story' of the Bible.
- 2. Tell the story of the birth of Jesus and recognise the link with Incarnation – Jesus is 'God on Earth'.
- 3. Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.
- 4. Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.

**NOTE:** You can use this unit for Year 1 or Year 2. If you teach Christmas to every year group, the Core Learning section is suitable for Year 1 and Digging Deeper is suitable for Year 2.

### 🏠 KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).
- Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.

## INCARNATION

WHY DOES CHRISTMAS MATTER TO CHRISTIANS?

### ➡ YOU MIGHT LIKE TO START WITH...

Recap Core Learning (this might be from last year). Present pupils with images of three normal-looking pupils. Ask them to talk in pairs about what each child is good at – are any of them kind/brilliant footballers/good at playing the piano, and so on? Discuss the difficulties of doing this – we don't always know what someone is like by looking at them. Remind pupils that Jesus did not look special on the outside. See if they can remember why he actually was special to Christians – they believe he was God on Earth.

### 🔍 MAKING SENSE OF THE TEXT

- Briefly recap the story from Core Learning (or last year) of how Jesus brought good news to very poor people. Explain that there are two more stories in the Bible about Jesus being born. Introduce stories of the angel appearing to Joseph, telling him that the baby is from God and should be called Jesus (Matthew 1:18–25), and the visit of the wise men (Matthew 2:1–12). Tell each story in an interactive way: for example, using props, keywords, drama.
- Look at the 'Big Story' frieze, recapping pupils' knowledge of it. Explain that God coming to Earth as baby Jesus is also part of the 'big story'. Find this on the frieze/timeline and teach the word 'incarnation' – which means 'in the flesh' (Latin word *carne* = flesh; think carnations – flesh-coloured, or carnivore – flesh-eating).
- List together people in the story who know that Jesus is God: for example, Mary, Joseph, wise men, shepherds, angels. Use drama activities to check how well pupils can explain that Jesus was more than just a normal baby: for example hot-seating pupils as a relevant character/asking them to role-play the story of the nativity, with the teacher asking pertinent questions to relevant characters at appropriate points in the action.
- Explain that there is one more important thing for pupils to know about the birth of Jesus. Ask pupils to sketch a king and discuss features of kingship. Look at Botticelli's 'Mystic Nativity' – just show the characters in the stable and let pupils identify them. Ask which looks like a king – do any have the features of kings from sketches? Recap parts of Matthew 2 where the wise men are looking for the King of the Jews and worship Jesus as a king. What signs are there that Jesus is a king? Where would pupils expect a king to be born?
- Talk about the gifts that the wise men gave: gold, frankincense and myrrh. Allow pupils to experience the gifts, for example, see and feel some gold, smell frankincense (perhaps with an incense stick or oil burner). Look carefully at the gold and discuss its qualities. Why do pupils think it was given to the baby Jesus? Gold is very expensive, so it would have been a suitable gift to give to kings and shows that Jesus was a very important king even if he did not look like it.
- Expand pupils' view of the 'Mystic Nativity' so they can see the whole picture. Even though the baby itself doesn't necessarily look like a king or God, how is the artist showing he is special? Pupils might like to speculate on why the baby is so large in this picture. Give pupils a card frame and ask them to frame the parts of the picture that are most interesting, most puzzling and most important, and say why.
- Ask the key question: Why does Christmas matter to Christians? Gather and record your pupils' answers. Do they remember the word *incarnation*?





## → UNDERSTANDING THE IMPACT

- Look with pupils at images of crib scenes in churches. Can pupils spot all the characters? Pupils can explore several different sets of nativity figures from around the world – ensure that shepherds and wise men are included. Explain that Christmas is celebrated by Christians in many countries, and ask what is similar and different between nativity figures. (Google search 'crib scenes global Christianity'). You might get pupils to create a crib scene of their own.
- Show pupils sets of three images from the nativity story (see Resource Sheet 1 for some images). For example, Joseph/Mary/Gabriel, Joseph/Mary/Jesus, Jesus/Mary/shepherds, Jesus/wise men/shepherds, angels/manger/comfortable bed at an inn (or any other combination), and ask pupils to spot which one is the odd one out, and say why. There is no correct answer here, but pupils' understanding and reasoning will be tested.
- Use the images again and ask pupils what the characters might have been saying or thinking at certain points in the story. You can also use this as an opportunity to help pupils recall links between parts of the story and messages they have learned from it: for example, Jesus being God, Jesus being a king, Jesus coming to share good news, Jesus coming for both rich and poor.
- Put all the images together – add some extras, such as a donkey – not actually mentioned in the story! – for example sheep, stars, gifts. Ask pupils which ones you can take away and still keep the Christian meaning of Christmas and incarnation. Remove them one at a time and see if you can get down to three, two, or even one.
- Explain that there are many songs about Christmas and winter, but during Advent and at Christmas, lots of Christians sing special songs about Jesus being born – carols. Listen to, and if appropriate sing, some of them. Look at some choruses and verses from suitable carols, asking pupils to spot key words linked to Jesus and the Christmas story. If necessary, help pupils to expand their thinking so they understand more fully what the carol is saying about the birth of Jesus. Give pupils the opportunity to write another verse for a carol, or give them some words from existing carols to cut up and rearrange, to make a good summary of Christmas.



## → MAKING CONNECTIONS

- Remind pupils of the expensive gold that the wise men gave to Jesus to show he was a king. What sort of presents do kings expect? Pose pupils a problem: what would a poor person visiting Jesus give? Would they give nothing at all?
- Listen to another carol – 'In the Bleak Midwinter' – telling pupils they must listen especially carefully to the last verse. Think together about the words 'What can I give Him, Poor as I am?' and 'Yet what I can I give Him, Give my heart'. Discuss what this might mean for a Christian: loving Jesus and giving your heart and life to God is not a seemingly expensive gift, but to Christians it is still an important one.
- List together the sort of qualities that pupils in the class might possess that it would be excellent to give to and share with others, whether or not they are a king. Sit in a circle – go around, and each pupil suggests what they might have to share. Or as you get to each pupil, ask others to tell them what great qualities they possess, drawing out the good gifts and qualities of all. You could draw around pupils' hands and get them to write in each other's outlines their special gifts.
- Explain that Christmas is a time for giving – the wise men gave presents when Jesus was first born. It's also a time to remember that poorer people (shepherds) visited Jesus, who came for both rich and poor people. As Christmas is a time for both giving and thinking of the poor, lots of Christians like to give presents and help to those in need at Christmas time. Learn about two charitable projects for Christmas, one local if possible. These could include helping the homeless, sending Christmas boxes to people in need, or giving 'world charity gifts'. What can the pupils themselves do to be kind to others this Christmas? Make a class list and see how many things your pupils can actually do. Perhaps get involved with an organised local, national or international project.
- Make the link back to why Christians try to help others, and talk with pupils about how it is not only Christians who want to care for others, and it is not only Christians who celebrate Christmas, but it is only Christians who believe Jesus is God in the flesh, God *incarnate*.

SELECT AND WEAVE  
TOGETHER ACTIVITIES  
TO ACHIEVE THE  
OUTCOMES

MAKE SENSE  
OF THE TEXT

UNDERSTAND  
THE IMPACT

MAKE  
CONNECTIONS

★  
OUTCOMES

## Appendices 4

### Age related expectations (AREs)

#### Age-related expectations showing Key Stages 1-2 for Diocese of Norwich schools and academies



| Theology   | Year 1  | Year 2  | Year 3   | Year 4   | Year 5  | Year 6  |
|--|---|---|--|--|---|---|
| <b>A. Where beliefs come from</b>  | Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview. | Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.<br><br>Recognise different types of writing from within one text. | Show awareness of different sources of authority and how they link with beliefs.<br><br>Identify different types of writing and give an example of how a believer might interpret a source of authority. | Identify different sources of authority and how they link with beliefs.<br><br>Give examples of different writings and different ways in which believers interpret sources of authority.       | Describe different sources of authority and how they link with beliefs.<br><br>Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.  | Explain different sources of authority and the connections with beliefs.<br><br>Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.   |
| <b>B. How beliefs change over time</b>                                     | N/A   | N/A   | Recognise that beliefs are influenced by events in the past and present.   | Identify events in history and society which have influenced some religious and non-religious worldviews.  | Describe how events in history and society have influenced some religious and non-religious worldviews.   | Explain how events in history and society have influenced some religious and non-religious worldviews.  |
| <b>C. How beliefs relate to each other</b>                                 | Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.                    | Recognise that some beliefs connect together and begin to talk about these connections.   | Identify some links between beliefs being studied within a religion or worldview.<br><br>Show awareness of some of the similarities and differences between and within religions and worldviews.         | Make clear links between different beliefs being studied within a religion or worldview.<br><br>Identify some of the similarities and differences between and within religions and worldviews. | Describe the connections between different beliefs being studied and link them to sources of authority.<br><br>Describe some of the key theological similarities and differences between and within religions and worldviews. | Explain connections between different beliefs being studied and link them to sources of authority using theological terms.<br><br>Explain the key theological similarities and differences between and within religions and worldviews. |
| <b>D. How beliefs shape the way believers see the world and each other</b> | Give an example of how _____ use beliefs to guide their daily lives.  | Give different examples of how _____ beliefs influence daily life.  | Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.   | Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.                                    | Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others.  | Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others.   |

<sup>1</sup> Sources of authority include sacred texts, creeds, statements of belief, tradition, principles or rules, conscience, rational thinking.

<sup>2</sup> Where \_\_\_\_\_ is indicated, the teacher is invited to insert the adherent of a religion or worldview they are studying e.g. Muslims.

#### Age-related expectations showing Key Stages 1-2 for Diocese of Norwich schools and academies



| Philosophy   | Year 1  | Year 2   | Year 3   | Year 4  | Year 5   | Year 6  |
|--|---|--|--|---|--|---|
| <b>A. The Nature of knowledge, meaning and existence</b> | Ask questions about the world around them and talk about these questions.<br><br>Begin to make connections between using their senses and what they know about the world around them. | Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them.<br><br>Talk about what people mean when they say they 'know' something. | Recognise that there are many different religious and non-religious answers to questions people raise about the world around them.<br><br>Talk about the difference between knowing and believing. | Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.<br><br>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge. | Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.<br><br>Explain some of the different ways in which philosophers understand abstract concepts. | Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.<br><br>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts. |
| <b>B. How and whether things make sense</b>              | Give a simple reason using the word 'because' when talking about religion and belief.   | Give a reason to say why someone might hold a particular belief using the word 'because'.  | Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.<br><br>Use more than one reason to support their view.                                  | Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.<br><br>Give reasons for more than one point of view, providing pieces of evidence to support these views.                         | Explain, using a range of reasons, whether a position or argument is coherent and logical.<br><br>Link a range of different pieces of evidence together to form a coherent argument.   | Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.<br><br>Use well-chosen pieces of evidence to support and counter a particular argument.                                    |
| <b>C. Issues of right and wrong, good and bad</b>        | Using religious and belief stories to talk about how beliefs impact on how people behave.   | Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.   | Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.<br><br>Recognise some of the similarities and differences between these ideas.  | Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.  | Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.   | Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.   |



## Age-related expectations showing Key Stages 1-2 for Diocese of Norwich schools and academies

| Human/Social Sciences   | Year 1  | Year 2   | Year 3   | Year 4  | Year 5  | Year 6  |
|---|---|--|--|---|---|---|
| <b>A.<br/>The diverse nature of religion</b>  | Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews.     | Recognise the names of different religions, religious beliefs and worldviews and use them correctly.           | Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.                                   | Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.   | Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it.<br><br>Show awareness that talking about religion and belief can be complex. | Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it.<br><br>Recognise some areas of controversy when interpreting and explaining the nature of religion and belief. |
| <b>B.<br/>Diverse ways in which people practice and express beliefs</b>   | Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area. | Identify evidence of religion and belief especially in the local area.   | Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews. | Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews. | Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.                      | Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.                                    |
| <b>C.<br/>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa</b> | Recognise that beliefs can have an impact on a believer's daily life, their family or local community.                      | Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. | Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.                              | Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.               | Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.   | Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.   |