

The *Emmanuel* Project

RE in this school is based on the *Emmanuel* Project, a local scheme of work based on the key concepts and beliefs of both Christianity and other world faiths, as recommended by the Diocesan Schools' Adviser on behalf of the Board of Education.

This school began work on the scheme in the academic year 2016/2017.

It meets fully:

- the requirements of the **Suffolk Agreed Syllabus** (2013) and provides a complete scheme of work for VC schools, and, with the addition of 7 extra units of Christianity in KS2, a scheme of work for VA-model schools, and those in the Diocesan MAT
- the requirements of the **Statement of Entitlement** from the Church of England Education Office (2016) to follow a scheme of work which is enquiry-based, and which focuses on engagement with text and with the key beliefs of Christianity

The units for EYFS have been published as part of the national 'Understanding Christianity' project, produced by the Church of England, and all the materials from the Project widely shared with Diocesan RE Advisers across England.

Further details of the scheme or any queries, contact the local Diocesan RE Adviser: helen.matter@cofesuffolk.org



THE CHURCH
OF ENGLAND

**Diocese of St Edmundsbury
and Ipswich**

The Emmanuel Project Scheme of Work ~ A Basic Long Term Plan

- **The outlines for EYFS, Key Stage 1 and Key Stage 2** below show the recommended order for teaching the Emmanuel Project units.
- **Variations on the outline scheme** are also available on the Emmanuel Project Flash-drive e.g. for use with Understanding Christianity, with the Suffolk Syllabus showing Learning Themes etc.
- **The recommended units will fulfil many different syllabuses** but schools should always check the requirements for their own school, Local Authority, Diocese or Academy Trust. It may be that some adjustment is required e.g. to add more Christianity units.
- **Units of work can be moved around but please note:**
 - In both KS1 and KS2 the units can be taught as the specified year groups or in two year cycle.
 - In both KS1 and KS2, units are grouped to complement each other following basic overall themes such as Leaders and Teachers or Inspirational People to allow for more comparison across the year.
 - In KS1 be aware that Jewish New Year is in September so the relevant unit **is** in the right place.
 - Also in KS1 a single unit on Islam was chosen to begin to broaden children's experience, but a different religion could be used here to meet local needs.
 - In KS2 the use of a cartoon character is maintained in Y3/4 Christianity units and other 'children' are used to support the Hindu, Sikh and Jewish units.

The Y3/4 units are generally simpler in approach to those in Y5/6 but can still be moved around, or used to create a four-year cycle if your school is very small and this is helpful.



The Emmanuel Project – Long Term Plan for Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious?	How can we care for our wonderful world?
					
CREATION 1	INCARNATION 1	SALVATION 2	SALVATION 1	INCARNATION 2	CREATION 2
Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...
A Muslim whispering Allah in a baby's ear	A Muslim story: Muhammad and the Ants	A Sikh story: Har Gobind and the 52 Princes	A Buddhist story: The Monkey King	Hindus celebrating at Raksha Bandhan	Tu be Shevat: the Jewish 'Birthday of Trees'

The Emmanuel Project Scheme of Work for Key Stage 1 RE – Suffolk Agreed Syllabus VA model

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YEAR
						1
Belonging <i>Where and how people belong and why belonging is important</i>						
Christianity Baptism / church <i>Why is belonging to God and the church family important to Christians?</i>	Judaism Mitzvot / tzedakah <i>Why is learning to do good deeds so important to Jewish people?</i>	Christianity Parables / gospel <i>What did Jesus teach about God in his parables?</i>	Christianity Prayer / worship <i>Why do Christians pray to God and worship him?</i>	Christianity Emmanuel / Holy Spirit <i>How does celebrating Pentecost remind Christians that God is with them always?</i>	Judaism Tefillah/ blessings <i>Why do Jewish families say so many prayers and blessings?</i>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Believing <i>What some families believe about God, the natural world, human beings, a significant figure</i>						
Judaism Teshuvah / G-D <i>Why do Jewish families talk about repentance at New Year?</i>	Christianity Saviour / Jesus <i>Why was Jesus given the name 'saviour'?</i>	Islam Allah / mercy <i>How do some Muslims show Allah is compassionate and merciful?</i>	Christianity Resurrection / joy <i>What are the best symbols of Jesus' death & resurrection at Easter?</i>	Christianity Disciple / faith <i>Why do Christians trust Jesus and follow him?</i>	Judaism Torah / rabbi <i>Why is the Torah such a joy for the Jewish community?</i>	
						2
Leaders & Teachers <i>Figures who have an influence on others locally, nationally and globally in religion and why</i>						

The *Emmanuel* Project Scheme of Work for Key Stage 2 RE – Suffolk Agreed Syllabus VA model

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		YEAR
Religion and the Individual <i>What is expected of a believer following a religion and the impact of belief on peoples' lives</i>												3
Christianity <i>How do Christians show that reconciliation with God and others is important?</i>		Islam <i>How does a Muslim show their submission and obedience to Allah?</i>		Hinduism <i>Why do Hindus want to collect good karma?</i>		Christianity <i>Is the cross a symbol of love, sacrifice or commitment for Christians?</i>		Christianity <i>What do Christians mean when they talk about the Kingdom of God?</i>		Judaism <i>What symbols and stories help Jewish people remember their covenant with God?</i>		
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
Inspirational People <i>Why some figures, e.g. founders, leaders and teachers, inspire religious believers</i>												
Christianity <i>How does believing Jesus is their saviour inspire Christians to save and serve others?</i>		Islam <i>Why do Muslims call Muhammad the 'seal of the prophets'?</i>		Hinduism <i>How does the story of Rama and Sita inspire Hindus to follow their dharma?</i>		Christianity <i>Why are good stewardship and generous giving important for every Christian?</i>		Christianity <i>Why do Christians believe they are people on a mission?</i>		Encountering Sikhism <i>How do Sikhs put their beliefs about equality into practice?</i>		4
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
Religion, Family and Community <i>How religious families & communities practise their faith & the contributions this makes to local life</i>												

The *Emmanuel* Project Scheme of Work for Key Stage 2 RE – Suffolk Agreed Syllabus VA model

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YEAR
Teachings and Authority <i>What sacred texts and other sources say about God, the world and human life</i>						5
Christianity <i>Why is the <u>gospel</u> such good news for Christians?</i>	Islam <i>What does the Qur'an reveal about Allah and his guidance?</i>	Hinduism <i>What spiritual pathways to Moksha are written about in Hindu scriptures?</i>	Christianity <i>When Christians need real <u>wisdom</u> where do they look for it?</i>	Christianity <i>What is the great significance of the <u>Eucharist</u> for Christians?</i>	Buddhism <i>How did Buddha teach his followers to find <u>enlightenment</u>?</i>	Encountering Buddhism ~ Symbolism and Religious Expression
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Beliefs and Questions <i>What key beliefs people hold about God, the world and humans</i>						6
Christianity <i>How do Christians show their belief that Jesus is God <u>incarnate</u>?</i>	Islam <i>How does <u>tawhid</u> create a sense of belonging to the Muslim community?</i>	Hinduism <i>How do questions about <u>Brahman</u> and <u>atman</u> influence the way a Hindu lives?</i>	Christianity <i>How do Christians try to capture the mystery of God as <u>Trinity</u>?</i>	Journey of Life and Death <i>Why some occasions are sacred to believers and what people think about life after death</i>	Humanism <i>Why do Humanists say <u>happiness</u> is the goal of life?</i>	Encountering Humanism ~ Journey of Life and Death
				Christianity <i>Should believing in the <u>resurrection</u> change how Christians view life and death?</i>		

The *Emmanuel* Project EYFS Scheme of Work for RE – Suffolk Agreed Syllabus

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious?	How can we care for our wonderful world?
					
CREATION 1	INCARNATION 1	SALVATION 2	SALVATION 1	INCARNATION 2	CREATION 2
Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...
A Muslim whispering Allah in a baby's ear	A Muslim story: Muhammad and the Ants	A Sikh story: Har Gobind and the 52 Princes	A Buddhist story: The Monkey King	Hindus celebrating at Raksha Bandhan	Tu be Shevat: the Jewish 'Birthday of Trees'