

The Judaism units are grouped with the Christianity unit on the same learning theme. This is to allow comparisons to take place. The one exception allows for the Pentecost unit to be taught while the festival is happening.

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

Explaining the Sequence of the units KS1

Jewish New Year is celebrated in September.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Cycle A
Belonging <i>Where and how people belong and why belonging is important</i>		Stories and Books <i>How and why some stories and books are sacred and important</i>	Prayer and Worship <i>How and why some people pray and what happens in a place of worship</i>	Celebrations <i>What celebrations are important in religion and why</i>	Prayer and Worship <i>How and why some people pray and what happens in a place of worship</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	Cycle B
Believing <i>What some families believe about God, the natural world, human beings, a significant figure</i>		<i>A unit of school's own choice – EP chose</i> Believing – Islam	Symbols and Artefacts <i>How symbols and artefacts are used to express religious meaning and why</i>	Leaders & Teachers <i>Figures who have an influence on others locally, nationally and globally in religion and why</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>	

The Christianity units can be reorganised within the Key Stage, however the recommended order builds knowledge in the most logical order and enables learning about key festivals at the correct time of year. Either way, the progress will build over the Key Stage.

The choice of Islam as the religion encountered in KS1 was made to reflect the need today to understand a principal religion which is much understood and yet features frequently in society due to political difficulties in some parts of the world and extremism. It is increasingly vital that there is a better understanding of Islam in society today. However, the Islam unit can be replaced with another principal religion if a school wishes to do so to reflect their local community.

Explaining the Sequence of Units LKS2

Religion and the Individual includes topics relevant for the start of KS2. This includes looking at rules, getting on with others, and taking responsibility for our actions. These are themes often relevant for social development when children begin year 3.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Religion and the Individual <i>What is expected of a believer following a religion and the impact of belief on peoples' lives</i>			Symbols and Religious Expression <i>How religious and spiritual ideas are expressed</i>	Religion, Family and Community <i>How religious families & communities practise their faith & the contributions this makes to local life</i>	Revisiting Judaism ~ Symbols and Religious Expression	Cycle A
Christianity <i>How do Christians show that <u>reconciliation</u> with God and others is important?</i>	Islam <i>How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?</i>	Hinduism <i>Why do Hindus want to collect good <u>karma</u>?</i>	Christianity <i>Is the cross a symbol of love, <u>sacrifice</u> or commitment for Christians?</i>	Christianity <i>Why do Christians believe they are people on a <u>mission</u>?</i>	Judaism <i>What symbols and stories help Jewish people remember their <u>covenant</u> 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>			Encountering Sikhism ~ Religion, Family and Community	Beliefs in Action in the World <i>How religions respond to global issues</i>	Religion and the Individual - additional	Cycle B
Christianity <i>How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others?</i>	Islam <i>Why do Muslims call Muhammad the 'seal of the <u>prophets</u>'?</i>	Hinduism <i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i>	Sikhism <i>How do Sikhs put their beliefs about <u>equality</u> into practice?</i>	Christianity <i>What do Christians mean when they talk about the <u>Kinadom of God</u>?</i>	Christianity <i>Why are good <u>stewardship</u> and <u>generous giving</u> important for every Christian?</i>	

One revisiting Judaism unit is included in LKS2. Here it is placed at the end of year 3 as a stand alone unit.

The Sikhism unit is included in year 4 as the concepts are more age appropriate.

Extra Christianity Unit included so that we have 50% of Christianity. Also fits with our topic of 'Our Changing World,' which focuses heavily on diversity and stewardship.

The Islam units are grouped with the Hinduism and Islam units with the same learning themes allowing for comparison.

The Hinduism units are grouped with the Christianity and Islam units with the same learning themes allowing for comparison.

In Autumn 1, The Christianity units are grouped with the Hinduism and Islam units with the same learning themes allowing for comparison. The remaining three units are placed to allow comparison, such as in Y4, or as an obvious sequence, such as in Y3 where the greater theme is the study of Jesus as King and his sacrifice.

Explaining the Sequence of Units UKS2

The Beliefs and Questions learning theme draws on big theological ideas, sociology and philosophical thought. These units are recommended for Y6 learners.

The Islam units are grouped with the Hinduism and Islam units with the same learning themes allowing for comparison.

The Hinduism units are grouped with the Christianity and Islam units with the same learning themes allowing for comparison.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Teachings and Authority <i>What sacred texts and other sources say about God, the world and human life</i>			Journey of Life and Death <i>Why some occasions are sacred to believers and what people think about life after death</i>		Encountering Humanism ~ Journey of Life and Death	Cycle A
Christianity <i>Why is the <u>gospel</u> such good news for Christians?</i>	Islam <i>What does the <u>Qur'an</u> <u>reveal</u> about Allah and his guidance?</i>	Hinduism <i>What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?</i>	Christianity <i>How do the 'Heroes of Faith' encourage Christians today?</i>	Christianity <i>Should believing in the <u>resurrection</u> change how Christians view life and death?</i>	Humanism <i>Why do Humanists say <u>happiness</u> is the goal of life?</i>	
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>			Beliefs and Questions - additional	Worship, Pilgrimage and Sacred Places <i>Where, how & why people worship, inc. importance of particular religious sites</i>	Encountering Buddhism ~ Symbolism and Religious Expression	Cycle B
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>	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>	

Both Christianity Units are focusing on the same theme and we have an additional Christianity here as we need 50% Christianity as a previous VA school.

The syllabus requires a secular world view to be taught. This unit is philosophical and is particularly suitable for Y6 learners ready for KS3. It is also grouped with the other Christianity units that are Journey of Life and Death.

An extra Christianity unit here so that we have 50% as a previous VA school. We have chosen Beliefs and Questions to group with the other faiths here which have a focus on the same topic.

Explaining the sequence of the units - EYFS

In EYFS, there are no learning themes required by the Suffolk syllabus. Instead children explore the three major Christian concepts of **creation**, **incarnation** and **salvation** in a way they can relate to and through experiences which are familiar. Children also have the opportunity to sample and compare other major world religions in order to extend their knowledge and understanding.

The placement of these units maximise opportunities from the church calendar with learning focussing on Christmas, Easter and new beginnings. The Autumn 1 unit is important as it introduces what the word 'God' means to Christians, a word many children may have heard in different contexts but not truly understood. The nativity unit introduces the idea of Jesus as a special baby, of God becoming human. The summer 1 unit builds on this idea with the Christian teaching that we are all made in the image of God.

CREATION		INCARNATION		SALVATION	
'Why is the word God so important to Christians?'	'How can we care for our wonderful world?'	'Why do Christians perform Nativity plays at Christmas?'	'What makes every single person unique and precious?'	'Why do Christians put a cross in an Easter Garden?'	'How can we help others when they need it?'
Lays foundations for understanding the Christian belief that the universe is not random but the creation of a holy God, who designed and gave life and purpose to our world. 'God' is therefore an important and significant name for believers, not an interjection or swear-word.	Lays foundations for an understanding that Christians believe humans are a special part of God's creation and have a God-given responsibility to care for the incredible world we all share.	Lays foundations for understanding that Christians believe they encounter God in the historical person of Jesus. They celebrate Jesus' nativity (birth) because it is the coming of God to earth, not just as a human baby but as God 'incarnate' on earth.	Lays foundations for understanding the Christian belief that all humans are made in the image of God, each an 'incarnation', a physical being known and loved by him.	Lays foundations for understanding that Christians believe Jesus died on a cross to rescue humanity from the sin which cuts them off from God. Christians believe Jesus was raised from death and offers them forgiveness of sin and new life with him in heaven. The cross symbolises these beliefs.	Lays foundations for understanding the Christian belief that God came to earth in Jesus, to rescue humans from their failings and wrongs, and to call his followers to love and help all in need just like him.