



# The *Emmanuel* Project 2020:

## Teacher Handbook

**TEXT**

**COMMUNITY PRACTICE**

**LIFE**



THE CHURCH  
OF ENGLAND  
**Diocese of St Edmundsbury  
and Ipswich**

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## Introduction

Welcome to the *Emmanuel* Project 2020!

### In the beginning...

The *Emmanuel* Project was originally prompted by the need for a quality RE resource which would enable learners to understand deeply the belief and practice of Christians. A number of reports were issued in a short time which raised concern about the teaching of Christianity in England. In 2010, Ofsted published *Transforming Religious Education* and again in 2013 *Religious Education: Realising the Potential* raising concerns about the subject. The Church of England in 2014 published *Making a Difference* which identified the need for:

- School support to improve the quality of the design of the RE curriculum
- A stronger focus on improving the quality of planning, teaching and assessment
- Greater emphasis to be placed on thinking theologically and the art of theological enquiry

In Suffolk, groups of teachers met with the Diocesan Schools Adviser to discuss content and ideas for a scheme of work using their combined experience, skills and expertise. First the Christianity units were written to address the poor teaching of specifically this religion in schools. When these units were completed, the project continued to evolve over time with other principal religions and non-religious worldviews being included.

The *Emmanuel* Project is continually evolving and has had many redrafts and revisions since it began 10 years ago. However, central to all these units is the concept of belief and getting to the heart of what really matters for millions of people of faith around the world today.



## What *Emmanuel* Project is aiming to do

### *Offer a complete RE curriculum*

A consistent whole school approach to RE is possible with the *Emmanuel* Project due to its carefully selected content.

### *Keep beliefs central to RE teaching and increase religious literacy*

Religious Education teaching which is more than labelling pews and places of worship. Instead an approach that enables learners to understand what drives people of faith to live the way they do. This builds each child's 'religious literacy' helping them understand the nature of religion and belief in the world in which they live. Pupils then have the opportunity to learn from this religious belief e.g. reconciliation and put this into practice in their own lives.

### *Focus on the concepts at the heart of the religion*

Based on the concept cracking approach of Margaret Cooling. In short, this approach teaches that any key belief or concept can be understood as long as it is 'cracked open' in a way a child understands. The engage section in every unit enables this to happen with activities suggested by experienced teachers, before the religious content is introduced. Focussing on a concept ensures each unit is theologically grounded and focused on belief and practice.



### *Look at the experience of believers from the point of view of a child*

Characters in the scheme such as Tom and Tessa enable pupils to relate to their experiences. Persona dolls are recommended to encourage empathy and inclusion.

### *An enquiry approach to every unit*

The *Emmanuel* Project uses big questions as central to its approach. These questions are then explored in different ways. This is not 'enquiry' in the traditional sense of pupils setting and exploring their own learning. However, pupils are encouraged to ask their own questions throughout.



***Keep RE balanced with opportunities to explore a religious key concept through the following areas:***

- (i) Text or Narrative
- (ii) Community Practice
- (iii) Living

This teaching and learning approach enables learners to look first at a religious text before moving on to looking at the impact of this concept in the religious community and on the life of the individual. This reflects the SIAMS requirement for a religious curriculum which reflects a good balance of theology, philosophy and human sciences (strand 7 of the SIAMS Schedule).

***Ensure there is a clear progression of knowledge and skills***

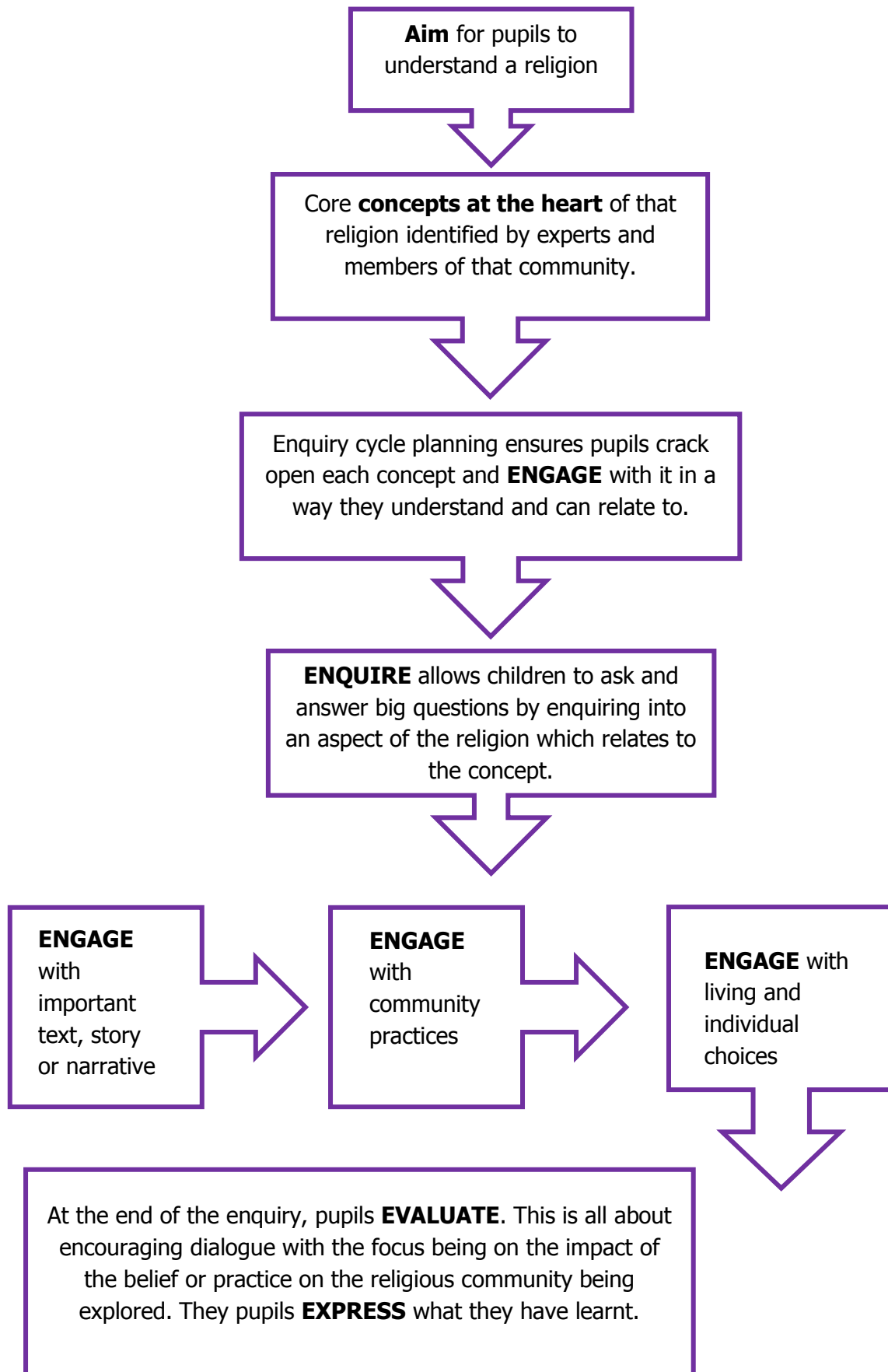
The **Emmanuel** Project has clear outcomes for each phase of primary education which build on each other year on year so children know more and can do more.

***Provide support for teachers with their subject knowledge through high quality resources***

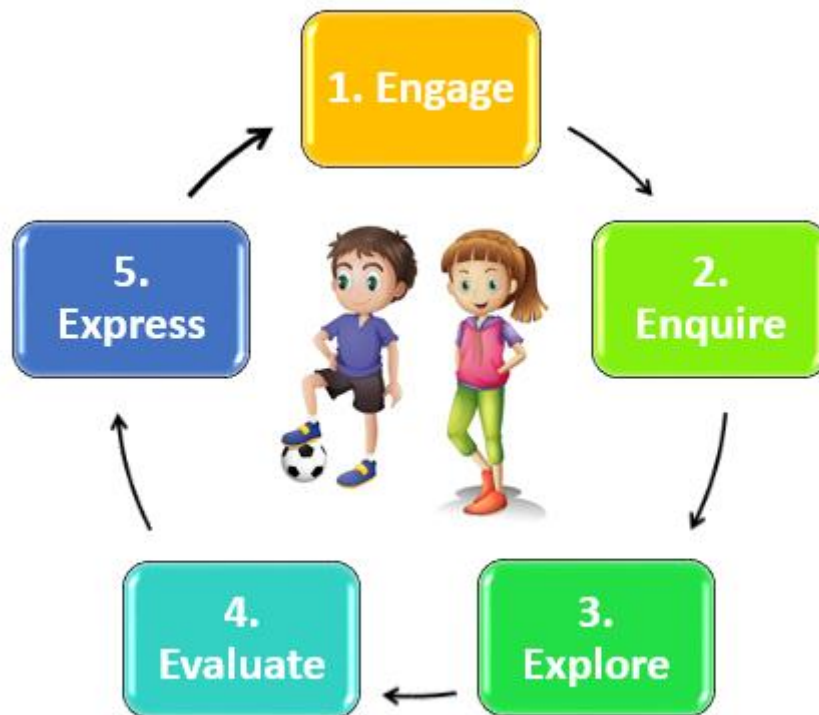
Each unit includes detailed yet accessible subject knowledge advice for teachers around the key concept being explored. Detailed notes for the teacher also appear throughout each unit as well as suggested resources.



## Understanding the approach – outline of an enquiry unit



## Suggested time scale for teaching each unit



RE Learning in the Emmanuel Project is developed through an enquiry cycle. Not all parts of the Enquiry Cycle need to last the same length. Pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect which relates to the key concept (at least 1 lesson)
- **Explore** an understanding of the key concept through 3 areas **(i) Text or Narrative (ii) Community Practice (iii) Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept (varied number of lessons)

**If you teach a unit as a blocked day, you should do ENGAGE the day before, and EXPRESS the day after. You could then do ENQUIRE at the start of the day, and follow up, maybe as a carousel, the three parts of EXPLORE.**

## Text, Practice, Living

The *Emmanuel* Project's approach to teaching about religions and worldviews builds upon pupils' encounters with religious texts and stories. Pupils begin by exploring basic stories before building to analysing text for the purpose and significance it holds for believers. Pupils then progress to look at practice and community living with a good grasp of the theological concept being explored.

Each unit provides a teacher with a large volume of possible material. This is deliberate to enable teachers to make decisions about what will work for their own classes. It is recommended that when teachers plan their sequence of lessons over a unit that they ensure adequate time for all three explore areas to be taught.

<b>Text or Narrative</b>	<p>This element of the scheme enables pupils to engage directly with sources of authority across different religions. These include religious texts and stories from prophets or important figures.</p> <ul style="list-style-type: none"> <li>• What difference does this text or story make to an individual's life?</li> <li>• What does it tell us about religious belief?</li> <li>• What does it tell us about being human?</li> <li>• What is the truth contained within?</li> </ul>
<b>Community Practice</b>	<p>Both Community practice and Living explore the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on societies, communities and on individuals. It balances the theology and sources of a belief with the outworking of this faith in practice today. With community practice, often there is emphasis on what happens in the religious community, particularly focused around places of worship. In Living, it is the response of the individual.</p> <p>In short, perhaps these sections could be understood as the difference between learning about Christianity and Christians, or Islam and Muslims.</p>
<b>Living</b>	



















## Long Term Plans for the scheme of work

On the **Emmanuel** Project flash drive you will find example Long Term Plans for the units of work.

- **The outlines for EYFS, Key Stage 1 and Key Stage 2** 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, VA schools and former VA academies, 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.

## Christian Concepts and Key Questions covered

<b>Key Stage 1</b>	<b>Baptism</b> <i>Why is belonging to God and the church family important to Christians?</i>	<b>Parables</b> <i>What did Jesus teach about God in his parables?</i>	<b>Prayer / worship</b> <i>Why do Christians pray to God and worship him?</i>
<b>Holy Spirit</b> <i>How does celebrating Pentecost remind Christians that God is with them always?</i>	<b>Saviour</b> <i>Why was Jesus given the name 'saviour'?</i>	<b>Resurrection</b> <i>What are the best symbols of Jesus' death &amp; resurrection at Easter?</i>	<b>Disciple</b> <i>Why do Christians trust Jesus and follow him?</i>
<b>Key Stage 2</b>	 <i>How do Christians show that <b><u>reconciliation</u></b> with God and others is important?</i>	 <i>Is the cross a symbol of love, <b><u>sacrifice</u></b> or commitment for Christians?</i>	 <i>What do Christians mean when they talk about the <b><u>Kingdom of God</u></b>?</i>
 <i>How does believing Jesus is their <b><u>saviour</u></b> inspire Christians to save and serve others?</i>	 <i>Why do Christians believe they are people on a <b><u>mission</u></b>?</i>	 <i>Why is the <b><u>gospel</u></b> such good news for Christians?</i>	 <i>What is the great significance of the <b><u>Eucharist</u></b> for Christians?</i>
 <i>How do Christians show their belief that Jesus is God <b><u>incarnate</u></b>?</i>	 <i>Should believing in the <b><u>resurrection</u></b> change how Christians view life and death?</i>		

<p><b>Additional Key Stage 2 Units for VA schools/academies</b></p>	 <p>Why do Christians call themselves the '<b><u>body of Christ</u></b>'?</p>	 <p>How do the '<b><u>Heroes of faith</u></b>' encourage Christians today?</p>	 <p>When Christians need real '<b><u>wisdom</u></b>' where do they look for it?</p>
 <p>Why do Christians think being a '<b><u>pilgrim</u></b>' is a good analogy for life itself?</p>	 <p>Why are good '<b><u>stewardship</u></b>' and generous giving important for every Christian?</p>	 <p>How do Christians try to capture the mystery of God as '<b><u>Trinity</u></b>'?</p>	 <p>What difference did Paul's '<b><u>conversion</u></b>' on the Damascus road make to Christians?</p>

## End of Phase Christianity Core knowledge: what do we want pupils to know?

**By the end of EYFS**, pupils will know that for Christians God is a Very Important Person. That God has a son called Jesus who he gave as a very special gift to the world. Pupils will hear stories about Jesus and begin to build an understanding that he was special, through the stories of his birth and death. Pupils will learn that Christians believe everyone is precious to God and so is the world he created.

**By the end of KS1**, pupils will have learnt that Christians pray and worship this God because they believe he is great and that they are part of his family. They will learn more in depth about who Jesus was, that he was a Saviour and Rescuer. They will encounter his parables which teach more about God and learn about his life and death. The Holy Spirit is introduced as an invisible friend to help Christians copy how Jesus lived and become more like him.

**By the end of LKS2**, pupils learn more about the significance of Jesus. That he was a peacemaker who showed love to all. That Christians want to follow him as their King and how they do this. They will learn about the concept of sin and importance of the symbol of the cross as a sign of both commitment and sacrifice. Their understanding of the Holy Spirit is enhanced as a giver of strength and this is explored further through the task for Christians of spreading the message of Jesus around the world.

**By the end of UKS2**, pupils delve deeply into the stories of the gospel as a source for discovering who Christians believe Jesus was. They encounter more of his teachings, including his I am sayings and what he said about himself. The sacrifice of Jesus as God incarnate – both human and divine – is explored in the context of a loving and forgiving God. Pupils will examine Christian belief in the resurrection and the afterlife and understand that for Christians thanksgiving for life and all God gives is a duty.

**Please note:** This is the minimum outcome from the Emmanuel Project. These outcomes may be enhanced by those Church of England schools who increase the percentage of Christianity being taught in line with the Statement of Entitlement through supplementing with the additional units.

## Progression in Christianity knowledge of text -practice – living (Bible, Church, Life -not including additional units)

	<b>End of EYFS</b>	<b>End of KS1</b>	<b>End of LKS2</b>	<b>End UKS2</b>
	Pupils will be able to:	Pupils will be able to:	Pupils will be able to:	Pupils will be able to:
<b>Bible</b>	<p>Explain that the Bible is a special book for Christians.</p> <p>Recall details from a range of stories in the Bible including the story of creation, nativity and Easter story.</p> <p>Explain that God is a VIP to Christians, the creator of all and that Jesus was a special baby.</p> <p>Listen to some of the stories of Jesus such as the Good Samaritan or the Lost Coin.</p>	<p>Tell stories from the Bible and explain that a parable is a special story Jesus told.</p> <p>Remember the parable of the Lost sheep and begin to explain what it means to Christians.</p> <p>Recall that Jesus taught people how to pray in a special prayer called The Lord's Prayer.</p> <p>Describe how the Holy Spirit arrived at Pentecost as told in the Bible.</p> <p>Recognise that the meaning of Jesus' name was Saviour and retell parts of the Easter story.</p>	<p>Use a Bible to find chapter and verse where Jesus helps, saves or heals.</p> <p>Tell the story of the prodigal son and explain what it means to a Christian.</p> <p>Explain that Jesus is the King of God's Kingdom and describe what this Kingdom might look like.</p> <p>Describe how the Bible explains sin.</p> <p>Explain what the Great commission is and how the Holy Spirit strengthens Christians.</p>	<p>Articulate teachings from the Gospels and explain how these are good news for Christians.</p> <p>Use the Bible to explore who Jesus said he was.</p> <p>Describe some of the miracles and actions of Jesus which led to questions about his humanity and divinity.</p>
<b>Church and Community</b>	<p>Recall that Christians celebrate at Harvest and Christmas which is Jesus' birthday.</p> <p>Know that Christians say thank you to God for our wonderful world.</p> <p>Know that Christians say prayers to God.</p>	<p>Remember some of the events which happen at a baby's baptism.</p> <p>Know Christians worship God by singing.</p> <p>Remember that Christians celebrate the Holy Spirit and birthday of the church at Pentecost.</p> <p>Remember the importance of advent.</p> <p>Know that Christians say special words at Church and recall some of these.</p>	<p>Explain the role of confession for some Christians around the world.</p> <p>Describe what The Lord's Prayer teaches about the Kingdom of God.</p> <p>Give examples of different worship songs and what they celebrate about God and Jesus as Saviour of the world.</p> <p>Describe how Pentecost is celebrated and acknowledged in church.</p>	<p>Explain how Jesus' divinity is recognised in different ways including in buildings, doctrines and creed.</p> <p>Explain what the Holy communion service means to Christians.</p> <p>Explain and give examples of how Christians believe through Jesus, God understands what it is like to be human.</p>

	<b>End of EYFS</b>	<b>End of KS1</b>	<b>End of LKS2</b>	<b>End UKS2</b>
	Pupils will be able to:	Pupils will be able to:	Pupils will be able to:	Pupils will be able to:
<b>Christian Life</b>	<p>Remember that Christians help other people like Jesus did.</p> <p>Explain that Christians believe we should care for the world.</p> <p>Know that Christians sing songs about how special Jesus was and give presents as a reminder that Jesus was the best present ever.</p> <p>Remember the golden rule.</p>	<p>Know Christians welcome everyone into God's family.</p> <p>Know Christians pray together at church.</p> <p>Know God works within a Christian to grow Fruit of the spirit.</p> <p>Know Christians like to help others e.g. Helping the homeless</p> <p>That Easter eggs are a symbol for remembering Jesus.</p>	<p>Explain why Christians wear crosses.</p> <p>Describe why charity work is important to Christians as a way of growing God's kingdom.</p> <p>Recall some of the marks of mission.</p>	<p>Give examples of where the Bible talks about living thankfully.</p> <p>Explain how Jesus was Good news for some and bad news for others.</p> <p>Articulate how hope is important for Christians.</p>

## The Additional Units

	<i><b>LKS2</b> Why do Christians call themselves the '<u>body of Christ</u>'?</i>	<i><b>LKS2</b> Why are good <u>stewardship</u> and generous giving important for every Christian?</i>	<i><b>LKS2</b> What difference did Paul's <u>conversion</u> on the Damascus road make to Christians?</i>	<i><b>UKS2</b> How do the '<u>Heroes of faith</u>' encourage Christians today?</i>	<i><b>UKS2</b> When Christians need real <u>wisdom</u> where do they look for it?</i>	<i><b>UKS2</b> Why do Christians think being a <u>pilgrim</u> is a good analogy for life itself?</i>	<i><b>UKS2</b> How do Christians try to capture the mystery of God as <u>Trinity</u>?</i>
<b>Bible</b>	Describe events and actions of the early church as recorded in Acts of the Apostles.	Describe what Christians might learn from the parable of the Three Servants about good stewardship.	Recall the story of Saul's conversion and the difference this experience made to him.	Describe how heroes from the Bible displayed their faith.	Know that Christian ideas about wisdom come from the Bible e.g Proverbs, Psalms, parables.	Give good reasons why going on pilgrimage to the Holy Lands may help Christians to think about God and grow spiritually.	Describe what a Christian might learn about the Trinity from the story of Jesus' baptism.
<b>Church and Community</b>	Describe some different roles and titles people have in the Anglican church, and in different churches.	Use the words 'tithe' and 'offering' to describe Christian beliefs about giving to God.	Describe how Christians read Paul's letters in church to guide their way of life.	Explain the purpose of church with growing and developing faith.	Describe how Christians use the Psalms in their worship.	Explain how the start of the Christian journey is marked by baptism.	Describe and compare trinitarian practices involved in belonging to different Christian groups.
<b>Christian Life</b>	Describe what a Christian might learn from St Paul's writings about God and about living as part of the 'Body of Christ.'	Describe some things that Christians believe they should do as stewards of God's world.	Describe the role of the Holy Spirit to help change and transform a Christian.	To understand how Christians use key Bible stories and teachings about faith during times of struggle.	Describe how Jesus understood wisdom through reference to his parables and sayings.	Make links that show how the belief that Christians are 'pilgrims and strangers in this world' comes from the Bible and affects personal choices.	Explain that for a Christian, the purpose of life is found in relationships, as personally experienced through a relationship with the trinitarian God.

## Understanding the Sequence of the KS1 Christianity units










Teaching these seven units meets the statutory KS1 requirement of the Suffolk Locally Agreed Syllabus to teach Christianity for all the learning themes below.

Belonging	Stories and Books	Prayer and Worship	Celebrations	Believing	Symbols and Artefacts	Leaders and teachers
<b>Y1</b> <b>Baptism</b> <i>Why is belonging to God and the church family important to Christians?</i>	<b>Y1</b> <b>Parables</b> <i>What did Jesus teach about God in his parables?</i>	<b>Y1</b> <b>Prayer / worship</b> <i>Why do Christians pray to God and worship him?</i>	<b>Y1</b> <b>Holy Spirit</b> <i>How does celebrating Pentecost remind Christians that God is with them always?</i>	<b>Y2</b> <b>Saviour</b> <i>Why was Jesus given the name 'saviour'?</i>	<b>Y2</b> <b>Resurrection</b> <i>What are the best symbols of Jesus' death &amp; resurrection at Easter?</i>	<b>Y2</b> <b>Disciple</b> <i>Why do Christians trust Jesus and follow him?</i>
Christians believe baptism welcomes a person into God's family.	Parables are special stories which teach what God is like. That he is loving and forgiving.	Christians pray and worship God because they believe he is great.	The Holy Spirit is an invisible friend who helps a Christian be more like Jesus.	Jesus was on earth to help and save others.	Christians believe that Jesus is alive today.	Christians follow Jesus by trying to copy how he lived.










Teaching these nine units meets the statutory KS2 requirement of the Suffolk Locally Agreed Syllabus to teach Christianity for all nine learning themes.



## Understanding the Sequence of the KS2 Christianity units

Religion and the Individual	Symbols and Religious Expression	Beliefs in Action in the World	Inspirational People	Religion, Family and Community	Teachings and Authority	Worship, Pilgrimage and Sacred Places	Beliefs and Questions	Journey of Life and Death
 <p><b>Y3</b> How do Christians show that <b><u>reconciliation</u></b> with God and others is important?</p>	 <p><b>Y3</b> Is the cross a symbol of love, <b><u>sacrifice</u></b> or commitment for Christians?</p>	 <p><b>Y3</b> What do Christians mean when they talk about the <b><u>Kingdom of God</u></b>?</p>	 <p><b>Y4</b> How does believing Jesus is their <b><u>saviour</u></b> inspire Christians to save and serve others?</p>	 <p><b>Y4</b> Why do Christians believe they are people on a <b><u>mission</u></b>?</p>	 <p><b>Y5</b> Why is the <b><u>gospel</u></b> such good news for Christians?</p>	 <p><b>Y5</b> What is the great significance of the <b><u>Eucharist</u></b> for Christians?</p>	 <p><b>Y6</b> How do Christians show their belief that Jesus is God <b><u>incarnate</u></b>?</p>	 <p><b>Y6</b> Should believing in the <b><u>resurrection</u></b> change how Christians view life and death?</p>
Christians ask God to forgive their sins and act as peacemakers, as Jesus did.	The cross is an important symbol for God's love and is a sign of commitment as well as sacrifice.	Christians believe Jesus is their King and want to follow his way of life.	Jesus is the saviour who rescues people from sin. Many serve others in response.	Jesus gave all Christians the task of spreading his message around the world. The Holy Spirit gives strength for this work.	The gospel is good news for Christians because it contains the teachings and stories of Jesus.	The Eucharist is a reminder of Jesus' life and sacrifice and God's love and forgiveness. Giving thanks to God is a Christian duty.	Jesus was God incarnate - both human and divine, the second person of the Holy Trinity.	Christians believe in the resurrection and the afterlife.

## Understanding the sequence of the Additional KS2 Christianity units

Religion, Family and Community	Religion and the Individual	Inspirational People	The Journey of Life and Death	Teachings and Authority	Worship, Pilgrimage and Sacred Places	Beliefs and Questions
 <p><b>LKS2</b> Why do Christians call themselves the <b>'body of Christ'</b>?</p>	 <p><b>LKS2</b> Why are good <b>stewardship</b> and generous giving important for every Christian?</p>	 <p><b>LKS2</b> What difference did Paul's <b>conversion</b> on the Damascus road make to Christians?</p>	 <p><b>UKS2</b> How do the <b>'Heroes of faith'</b> encourage Christians today?</p>	 <p><b>UKS2</b> When Christians need real <b>wisdom</b> where do they look for it?</p>	 <p><b>UKS2</b> Why do Christians think being a <b>pilgrim</b> is a good analogy for life itself?</p>	 <p><b>UKS2</b> How do Christians try to capture the mystery of God as <b>Trinity</b>?</p>
<p>The Christian church is a body of people rather than a building. The church is a family of people all being the hands and feet of Jesus.</p>	<p>Christians should be good stewards of all we have, giving generously and cheerfully as a sign of love of God and care for others.</p>	<p>Like St Paul, some convert to Christianity quickly, and others more slowly. However, it always involves change which the Holy Spirit aids.</p>	<p>Christians grow their faith by using the example of Heroes of Faith found in the Bible. Their faith, marked in different ways, makes a genuine difference to how they live their lives.</p>	<p>Christians believe true wisdom comes from God. They use the Bible as a source of Wisdom.</p>	<p>Christians believe they are pilgrims through the journey of life. Some Christians will go on a pilgrimage to help them to think about God and grow in their own spiritual lives</p>	<p>Christians experience God as the Holy Trinity, as three separate persons.</p>

## Judaism Concepts and Key Questions covered

Key Stage 1	Mitzvot/ tzedakah	Tefillah/ blessings	Teshuvah / G-D
	<i>Why is learning to do good deeds so important to Jewish people?</i>	<i>Why do Jewish families say so many prayers and blessings?</i>	<i>Why do Jewish families talk about repentance at New Year?</i>
Torah / rabbi  <i>Why is the Torah such a joy for the Jewish community?</i>	Key Stage 2	 <i>What symbols and stories help Jewish people remember their <b>covenant</b> with God?</i>	 <i>What is <b>holiness</b> for Jewish people: a place, a time, an object or something else?</i>

## End of phase Judaism Core knowledge : What do we want pupils to know?

**By the end of KS1**, pupils learn about the importance of the Torah for Jewish people. They encounter some of the stories such as creation, Jonah or Ruth and discuss possible meanings. Importantly they learn Jewish people follow the teachings of the Torah as a rule book for life and learn about how the Torah is remembered and respected. They learn about the importance of Shabbat and the role of other Jewish festivals.

**By the end of KS2**, pupils learn about some of the Torah stories in more detail, especially the Exodus story and the importance of covenant with God for Jewish people. They extend their learning into philosophical and theological conversation about holiness and describe and compare different Jewish celebrations.

**Please note:** the above will depend on if both Judaism units are taught in your KS2 scheme of work.



## Progression in Judaism knowledge of text -practice – living

	<b>End of KS1</b> Pupils will be able to:	<b>End of KS2</b> Pupils will be able to:
<b>Text/Narrative</b>	<p>Know that Jewish stories contain examples of Good deeds.</p> <p>Remember all, or parts of, the story of Ruth.</p> <p>Say at the end of the creation story God rested.</p> <p>Retell the story of Jonah and begin to talk about its possible meanings.</p> <p>Remember that the Torah is the most important book for Jewish people given by God. It was written down by a great leader called Moses.</p> <p>Recall some of the stories of Moses e.g. 10 commandments or his birth</p>	<p>Describe a part of the Exodus story</p> <p>Describe what Jewish people might learn from the stories of Noah or Abraham about a covenant with God.</p> <p>Explain what the burning bush story in Exodus teaches about holiness.</p>
<b>Community Practice</b>	<p>Know that Jewish people welcome babies into their community.</p> <p>Know that Jewish families have a day of rest every week.</p> <p>That at the start of Shabbat, a special meal, candles are lit and blessings said.</p> <p>Describe that for Jewish people new year is about saying sorry and making changes.</p> <p>Say that the Torah is kept in a synagogue or in a special ark.</p> <p>Know the Torah contains rules.</p>	<p>Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations.</p> <p>Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending.</p>
<b>Living</b>	<p>Know that Jewish people care for their world.</p> <p>Describe what some Jewish people wear when they pray.</p> <p>Describe what happens in a synagogue at Yom Kippur.</p> <p>Remember that a mezuzah contains important words for Jewish people (the Shema).</p> <p>Demonstrate how a mezuzah is used by Jewish people.</p>	<p>Explain what happens at Shavuot.</p> <p>Give examples of what the Torah says about living a holy life.</p>


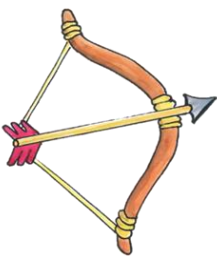


## Understanding the Sequence of the Jewish units

Teaching these four units meets the statutory KS1 requirement of the Suffolk Locally Agreed Syllabus.

Teaching these units meets the statutory KS2 requirement to revisit Judaism as a principal religion.

Belonging	Prayer and Worship	Believing	Leaders and Teachers	Symbols and Religious Expression	Worship, Pilgrimage and Sacred Places
<b>Y1</b> <b>Mitzvot/ tzedakah</b> <i>Why is learning to do good deeds so important to Jewish people?</i>	<b>Y1</b> <b>Tefillah/ blessings</b> <i>Why do Jewish families say so many prayers and blessings?</i>	<b>Y2</b> <b>Teshuvah / G-D</b> <i>Why do Jewish families talk about repentance at New Year?</i>	<b>Y2</b> <b>Torah / rabbi</b> <i>Why is the Torah such a joy for the Jewish community?</i>	<b>Y3</b>  <i>What symbols and stories help Jewish people remember their <b>covenant</b> with God?</i>	<b>Y5</b>  <i>What is <b>holiness</b> for Jewish people: a place, a time, an object or something else?</i>
<b>Mitzvot</b> – introduces Jewish faith and good deeds and helping others. Allows comparison with the previous Christianity unit on welcoming babies.	<b>Teffilah</b> – pupils learn about prayer and worship and the importance of rest in the Jewish faith through listening to the creation story.	<b>Teshuvah</b> – Pupils encounter more Jewish stories and learn about the importance of saying sorry for Jewish people. Can be compared to previous Christianity prayer and worship unit.	<b>Torah</b> – pupils learn about this special book, where it is kept and how it remembered and respected.	<b>Covenant</b> – Pupils explore in greater depth the Exodus story and stories which demonstrate a covenant with God.	<b>Holiness</b> - Pupils partake in activities aimed to deepen their understanding of the Jewish tradition and the stories in the Torah by viewing them in light of teaching about God's holiness.

## Hinduism Concepts and Key Questions covered

Key Stage 2			
 <p><i>Why do Hindus want to collect good <u>karma</u>?</i></p>	 <p><i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i></p>	 <p><i>What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?</i></p>	 <p><i>How do questions about <u>Brahman</u> and <u>atman</u> influence the way a Hindu lives?</i></p>

## End of phase Hinduism Core knowledge : What do we want pupils to know?


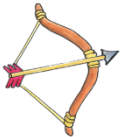
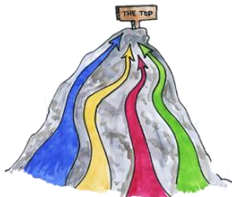

**By the end of KS2**, pupils learn that Hinduism is a complex tradition which draws on many ancient philosophies. They will encounter some of the traditional stories told to Hindu children and some of the inspirational figures. Pupils will learn some of the key teachings about the Hindu's Supreme Being Brahman and other deities worshipped. They will learn that Hindus take their religious responsibilities seriously; and that even Hindu children must learn to take responsibility for gathering good karma in an attempt to break the cycle of birth and re-birth.

## Progression in Hinduism knowledge of text -practice – living

	<b>End of KS2</b> Pupils will be able to:
<b>Text/Narrative</b> ↓	<p>Begin to describe what Hindus might learn from one of the stories of the Panchatantra about living the right way.</p> <p>Describe what a Hindu might learn from the story of Rama and Sita.</p> <p>Understand that some Hindus read from the Gita every day for guidance, comfort and advice.</p> <p>Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts.</p>
<b>Community Practice</b> ↓	<p>Explain that Hindus are encouraged to perform acts of selfless kindness.</p> <p>Describe some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali.</p> <p>Attempt to explain why Hindu children are encouraged to 'Be as Rama' or 'as Sita.'</p> <p>Express the importance role of devotion or those who follow the Bhakti pathway.</p> <p>Explain the different ways Hindus explain their ideas of God.</p>
<b>Living</b> ↓	<p>Know that even Hindu children must learn to take responsibility for gathering good karma.</p> <p>Explain how belief in the Hindu God differs from that of monotheistic religions.</p> <p>List how belief in Brahman affects a Hindu's diet and their attitude to animals.</p> <p>Give examples of how Hindus express beliefs and feelings about Krishna.</p>





## Understanding the Sequence of the Hinduism units

Teaching these units meets the statutory KS2 requirement of the Suffolk Locally Agreed Syllabus which requires four units on the investigating of Hinduism as a principal religion. These four units match the four learning themes required.

Religion and the Individual	Inspirational People	Teachings and Authority	Beliefs and Questions
<p><b>Y3</b></p> <p><i>Why do Hindus want to collect good <b><u>karma</u></b>?</i></p> 	<p><b>Y4</b></p> <p><i>How does the story of Rama and Sita inspire Hindus to follow their <b><u>dharma</u></b>?</i></p> 	<p><b>Y5</b></p> <p><i>What spiritual pathways to <b><u>Moksha</u></b> are written about in Hindu scriptures?</i></p> 	<p><b>Y6</b></p> <p><i>How do questions about <b><u>Brahman</u></b> and <b><u>atman</u></b> influence the way a Hindu lives?</i></p> 
<p><b>Karma</b> – Pupils encounter Hinduism for the first time. They learn about how the idea of good and bad karma influences Hindus and the importance of selfless kindness.</p>	<p><b>Dharma</b> – Pupils learn about Rama and Sita and some of the things Hindus do to celebrate their commitment to duty.</p>	<p><b>Moksha</b>- pupils learn about the different pathways chosen by Hindus to become united with God. This includes learning about the 4 yogas and the importance of devotion for those who follow one particular pathway.</p>	<p><b>Brahman</b> – pupils delve deeper in to understanding the nature of Brahman, the Hindu God. They explore different deities and understand these show different aspects of the one God.</p>



## Islam Concepts and Key Questions covered

Key Stage 1		Allah / mercy	
		How do some Muslims show Allah is compassionate and merciful?	
Key Stage 2			
			
How does a Muslim show their <b><u>submission</u></b> and obedience to Allah?	Why do Muslims call Muhammad the 'seal of the <b><u>prophets</u></b> '?	What does the Qur'an <b><u>reveal</u></b> about Allah and his guidance?	How does <b><u>tawhid</u></b> create a sense of belonging to the Muslim community?

## End of phase Islam Core knowledge : What do we want pupils to know?

**By the end of KS1**, pupils are introduced to Islam through the stories of Muhammad who they learn is an important person to Muslims. They encounter the name 'Allah' and learn about other names used to describe him. Pupils explore the festival of Ramadan and Eid and learn the words 'fasting' and 'sharing' to talk about what Muslims do during these festivals.

**By the end of KS2**, pupils learn that at the heart of Islam lies obedience and submission to Allah as creator. Pupils learn that Muslims across the world respond to the call of prayer as an act of submission and recite words of importance such as the Shahadah, a statement of faith in Muhammad as God's messenger, but also in the one-ness of God. These core beliefs are strengthened through the Global Islamic community, the ummah. Pupils encounter text from the Qur'an, understand how it is respected and revered, and learn about its importance as the revealed word of God.

## Progression in Islam knowledge of text -practice – living



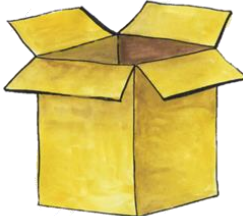

	<b>End of KS1</b> Pupils will be able to:	<b>End of KS2</b> Pupils will be able to:
<b>Text/ Narrative</b>	<p>Recognise that the names 'Allah' and 'Muhammad' are important to Muslims.</p> <p>Suggest why the words of the Bismillah are important to Muslims.</p> <p>Tell a story about Muhammad and say what it teaches a Muslim about compassion.</p> <p>Recall some different names of Allah e.g. the doer of good, the generous, which show what a Muslim believes about God.</p>	<p>Explain that Muslims respond to the call for prayer.</p> <p>Describe what a Muslim might learn from the story of Bilal and the first call to prayer.</p> <p>Describe Muslim belief in one God, the most important being in the universe, who they believe they should obey in every way. He is Allahu Akbar or 'God most great'</p> <p>Describe the Shahadah and know all Muslims everywhere recite the same words.</p> <p>Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life.</p> <p>Describe ways Muslims show respect towards the Qur'an and give reasons for this.</p> <p>Retell the story of how the Qur'an was revealed to Muhammad.</p> <p>Explain how the Kaaba or 'cube' reminds Muslims that there is only one God.</p>
<b>Community Practice</b>	<p>Use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan.</p>	<p>Describe some things Muslims do when they get ready for prayer and how the physical actions show submission to Allah.</p> <p>Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design.</p> <p>Know that a mosque is a Muslim place of worship.</p> <p>Describe some practices and experiences of Muslim children at a madrassah.</p> <p>Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others.</p> <p>Recall the Five Pillars of Islam and how the practice of each pillar makes a Muslim feel they belong to the 'ummah.'</p>

<b>Living</b>	Recall how Muslims prepare for and celebrate Eid-ul-Fitr.	<p>Explain that saying the Bismillah reminds Muslims that Allah is involved in everything.</p> <p>Recall ways some Muslims celebrate Muhammad's birthday.</p> <p>Show how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.</p> <p>Make links that show how Muslim belief and practices come from the teachings of the Qur'an or from the Sunnah of the Prophet.</p> <p>Explain some key Muslim teachings about Tawheed or the one-ness of Allah.</p> <p>Describe the impact of Hajj on a Muslim.</p>
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## Understanding the Sequence of the Islam units

Meets the KS1 requirement to encounter examples from other religions.

Teaching these units meets the statutory KS2 requirement of the Suffolk Locally Agreed Syllabus which requires four units on the investigating of Islam as a principal religion. These four units match the four learning themes required.

Believing	Religion and the Individual	Inspirational People	Teachings and Authority	Beliefs and Questions
<b>Y2</b>  <b>Allah / mercy</b>  <i>How do some Muslims show Allah is compassionate and merciful?</i>	<b>Y3</b>  <i>How does a Muslim show their <b>submission</b> and obedience to Allah?</i>  	<b>Y4</b>  <i>Why do Muslims call Muhammad the 'seal of the <b>prophets</b>'?</i>  	<b>Y5</b>  <i>What does the Qur'an <b>reveal</b> about Allah and his guidance?</i>  	<b>Y6</b>  <i>How does <b>tawhid</b> create a sense of belonging to the Muslim community?</i>  
<b>Allah</b> – Pupils learn about Allah and that Muhammad is important to Muslims. They learn about some of the stories of Muhammad.	<b>Submission</b> – Pupils learn about the importance of prayer as a way of submitting to Allah and acknowledging his greatness.	<b>Prophets</b> – Pupils learn more about Muhammad's status as the messenger of God and the last prophet.	<b>Revelation</b> – Pupils hear the story of how the Qur'an was revealed. They continue to learn how Muslims show respect towards the Qur'an and give reasons for this.	<b>Tawhid</b> – Pupils learn about some key Muslim teachings about Tawheed or the oneness of Allah, including the impact of the Five Pillars of Islam on each Muslim's sense of identity as part of the wider Islamic community.

## Sikhism Concepts and Key Questions covered

### Key Stage 2



*How does the teaching of the **gurus** move Sikhs from dark to light?*



*How do Sikhs put their beliefs about **equality** into practice?*

## End of phase Sikhism Core knowledge : What do we want pupils to know?

**By the end of KS2**, pupils learn about the origins of Sikhism and the role of the guru as teacher of the light of God. Pupils listen and engage with stories from different Gurus of the past and learn about the present living guru, the Guru Granth Sahib. The importance of the value of equality is shared through the example of langar and beliefs around the oneness of God are introduced through learning how Sikhs pray and worship.



**Please note:** the above will depend on if both Sikhism units are taught in your KS2 scheme of work.

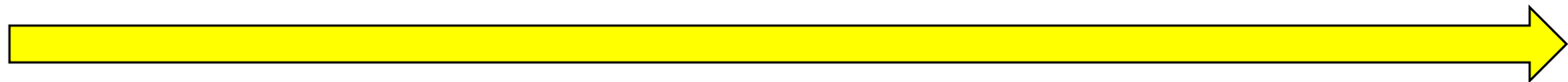
## Progression in Sikhism knowledge of text -practice – living

	<b>End of KS2</b> Pupils will be able to:
<b>Text/Narrative</b> ↓	Understand that Guru means teacher and the purpose of a Guru to share the light of God. Describe what a Sikh might learn from stories of Guru Nanak. Understand the significance of Ik Onkar as representing the Sikh belief in one god. Describe what Sikhs might learn about God or how to live from the story of Guru Amar Das and the Emperor.
<b>Community Practice</b> ↓	Describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated. Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality. Describe how the names 'kaur' and 'singh' show the belief that all Sikhs are equal, valued and united.
<b>Living</b>	Understand how a Sikh will listen to the true Guru through chanting and meditating. Explain and describe the practice of the langar.

## Understanding the Sequence of the Sikhism units

The requirements of the KS2 Suffolk Locally Agreed Syllabus state that Sikhism as a principal religious community should be encountered in detail for a minimum of one term. Learning about and from Sikhism continues into KS3.

Inspirational people	Religion, Family and Community
 <p><b>Y4</b></p> <p><i>How does the teaching of the <b><u>gurus</u></b> move Sikhs from dark to light?</i></p>	 <p><b>Y4</b></p> <p><i>How do Sikhs put their beliefs about <b><u>equality</u></b> into practice?</i></p>
<p><b>Guru</b> - Pupils learn the meaning of Guru for Sikhs around the world and the important role of Guru Nanak and the Guru Sahib as a living Guru. Other beliefs are explored, including the belief in one God expressed through Ik Onkar and the mool mantra.</p>	<p><b>Equality</b> – Pupils learn from stories about the Gurus how Sikhs today and in the past choose to live. They learn about practices such as those in the gudwara which demonstrate and promote equality.</p>



## Buddhism Concepts and Key Questions covered

### Key Stage 2



*How did Buddha teach his followers to find **enlightenment**?*





*How does the Triple **Refuge** help Buddhists in their journey through life?*

## End of phase Buddhism Core knowledge : What do we want pupils to know?

**By the end of KS2**, pupils learn the story of the Buddha and about his journey to enlightenment including the Four Noble Truths as the essence of Buddhist teaching. Using the correct terminology, pupils are able to explain the key concepts that help Buddhists today on this journey including reference to the Eightfold Path. The role of the Buddhist community is explored as well as the practice of meditation.



**Please note:** the above will depend on if both Buddhism units are taught in your KS2 scheme of work.

## Progression in Buddhism knowledge of text -practice – living

	<b>End of KS2</b> Pupils will be able to:
<b>Text/Narrative</b> 	Retell the story of Buddha's enlightenment. Explain how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment. Explain Buddhist teachings including reference to the four noble truths. Show how Buddhists express their belief that the Buddha is a refuge and guide by referring to the story of Angulimala.
<b>Community Practice</b> 	Use the right religious words to describe different practices of Buddhists in search of enlightenment on the Eightfold Path. Describe the Eightfold Path as techniques for overcoming suffering. Explain how the Buddha's teachings (dharma) help Buddhists journey along the path.
<b>Living</b>	Describe the use and importance of stillness and meditation. Evaluate the role of the Buddhist community. Use the right religious words to describe the practices and experiences of Buddhists belonging to the Sangha, both lay and monastic. Explain how members of the Sangha support each other at the festival of Wesak.

## Understanding the Sequence of the Buddhism units

The requirements of the KS2 Suffolk Locally Agreed Syllabus state that Buddhism as a principal religious community should be encountered in detail for a minimum of one term. Learning about and from Buddhism continues into KS3.

Symbols and Religious Expression	The Journey of Life and Death
 <p><b>Y5</b></p> <p><i>How did Buddha teach his followers to find <b><u>enlightenment</u></b>?</i></p>	 <p><b>Y6</b></p> <p><i>How does the Triple <b><u>Refuge</u></b> help Buddhists in their journey through life?</i></p>
<p><b>Enlightenment</b> – Pupils learn about the Buddha and his story. The Four Noble Truths are explored as Buddhist key teaching about life and suffering. The Eightfold path as the means to achieve a release from this suffering.</p>	<p><b>Refuge</b>- Pupils learn how Buddhists express their belief that the Buddha, his teachings and the Buddhist community are a refuge and guide for release from suffering.</p>



## Humanism Concepts and Key Questions covered

### Key Stage 2



*Why do Humanists say **happiness** is the goal of life?*

## End of phase Humanism Core knowledge : What do we want pupils to know?

**By the end of KS2**, pupils learn what is important to those with non-religious worldviews who call themselves Humanists. They will learn about the importance of reason, respect and the scientific principals which lay behind this worldview. Pupils will have opportunities to encounter thought of famous Humanists past and present. They will ask questions about what the meaning and purpose of life is for a human being and debate whether happiness should be considered a right for all. They will explore and learn about the ceremonies and celebrations of Humanists and what these look like and mean to those who live their life in this way today.

## 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	
<b>'Why is the word God so important to Christians?'</b>	<b>'How can we care for our wonderful world?'</b>	<b>'Why do Christians perform Nativity plays at Christmas?'</b>	<b>'What makes every single person unique and precious?'</b>	<b>'Why do Christians put a cross in an Easter Garden?'</b>	<b>'How can we help others when they need it?'</b>
<b>Lays foundations</b> 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.	<b>Lays foundations</b> 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.	<b>Lays foundations</b> 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.	<b>Lays foundations</b> 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.	<b>Lays foundations</b> 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.	<b>Lays foundations</b> 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.

## 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	YEAR <b>1</b> OR <b>A</b>
Belonging		Stories and Books	Prayer and Worship	Celebrations (Pentecost)	Prayer and Worship	
<b>Christianity</b> Baptism / church  <i>Why is belonging to God and the church family important to Christians?</i>	<b>Judaism</b> Mitzvot / tzedakah  <i>Why is learning to do good deeds so important to Jewish people?</i>	<b>Christianity</b> Parables / gospel  <i>What did Jesus teach about God in his parables?</i>	<b>Christianity</b> Prayer / worship  <i>Why do Christians pray to God and worship him?</i>	<b>Christianity</b> Emmanuel / Holy Spirit  <i>How does celebrating Pentecost remind Christians that God is with them always?</i>	<b>Judaism</b> Creation / 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	YEAR <b>2</b> OR <b>A</b>
Believing		Unit of own choice	Symbols and Artefacts	Leaders & Teachers		
<b>Judaism</b> Teshuvah / G-D  <i>Why do Jewish families talk about repentance at New Year?</i>	<b>Christianity</b> Saviour / Jesus  <i>Why was Jesus given the name 'saviour'?</i>	<b>Islam</b> Mercy / compassion  <i>How do some Muslims show Allah is compassionate and merciful?</i>	<b>Christianity</b> Resurrection / joy  <i>What are the best symbols of Jesus' death &amp; resurrection at Easter?</i>	<b>Christianity</b> Disciple / faith  <i>Why do Christians trust Jesus and follow him?</i>	<b>Judaism</b> Torah / rabbi  <i>Why is the Torah such a joy for the Jewish community?</i>	

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 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 the units – LKS2

Religion and the Individual includes topics relevant for the start of KS2. This include 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	
<b>Religion and the Individual</b> <i>What is expected of a believer following a religion and the impact of belief on peoples' lives</i>			<b>Symbols &amp; Religious Expression</b> <i>How religious &amp; spiritual ideas are expressed</i>	<b>Beliefs in Action in the World</b> <i>How religions respond to global issues</i>	<b>Revisiting Judaism</b> <i>poss Symbols and Religious Expression</i>	<b>YEAR 3 OR A</b>
<b>Christianity</b> <i>How do Christians show that <u>reconciliation</u> with God and others is important?</i>	<b>Islam</b> <i>How does a Muslim show their <u>submission and obedience</u> to Allah?</i>	<b>Hinduism</b> <i>Why do Hindus want to collect good <u>karma</u>?</i>	<b>Christianity</b> <i>Why is the cross more than a symbol of <u>sacrifice</u>?</i>	<b>Christianity</b> <i>What do Christians mean when they talk about the <u>Kingdom of God</u>?</i>	<b>Judaism</b> <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	
<b>Inspirational People</b> <i>Why some figures, e.g. founders, leaders and teachers, inspire religious believers</i>			<b>Encountering Sikhism</b> <i>poss. Inspirational people</i>	<b>Religion, Family and Community</b> <i>How religious families &amp; communities practise their faith &amp; the contributions this makes to local life</i>	<b>Encountering Sikhism</b> <i>poss. Religion, Family &amp; Comm.</i>	<b>YEAR 4 OR B</b>
<b>Christianity</b> <i>How does believing Jesus is their <u>saviour</u> inspire Christians to save and <u>serve</u> others?</i>	<b>Islam</b> <i>Why do Muslims call Muhammad the '<u>seal of the prophets</u>'?</i>	<b>Hinduism</b> <i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i>	<b>Sikhism</b> <i>How does the teaching of the <u>gurus</u> move Sikhs from dark to light?</i>	<b>Christianity</b> <i>Why do Christians believe they are people on a <u>mission</u>?</i>	<b>Sikhism</b> <i>How do Sikhs put their beliefs about <u>equality</u> into practice?</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 units are included in year 4 as the concepts are more age appropriate. The units are split to match the learning theme of the previous units again to allow comparison.

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 the units – UKS2

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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Teachings and Authority</b> <i>What sacred texts and other sources say about God, the world and human life</i>			Revisiting Judaism <i>poss. Worship, Pilgrimage and Sacred Places</i>	Worship, Pilgrimage and Sacred Places <i>Where, how &amp; why people worship, inc. importance of particular religious sites</i>	Encountering Buddhism <i>poss. Symbolism and Religious Expression</i>	<b>YEAR 5 OR A</b>
<b>Christianity</b> <i>Why is the <u>gospel</u> such good news for Christians?</i>	<b>Islam</b> <i>What does the <u>Qur'an</u> reveal about Allah and his guidance?</i>	<b>Hinduism</b> <i>What spiritual pathways to <u>Moksha</u> are written about in <u>Hindu scriptures</u>?</i>	<b>Judaism</b> <i>What is <u>holiness</u> for Jewish people; a place, a time, an object or something else?</i>	<b>Christianity</b> <i>What is the great significance of the <u>Eucharist</u> for Christians?</i>	<b>Buddhism</b> <i>How did Buddha teach his followers to find <u>enlightenment</u>?</i>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Beliefs and Questions</b> <i>What key beliefs people hold about God, the world and humans</i>			Encountering Buddhism <i>poss. Journey of Life and Death</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 <i>poss. Journey of Life and Death</i>	<b>YEAR 6 OR B</b>
<b>Christianity</b> <i>How do Christians show their belief that Jesus is God <u>incarnate</u>?</i>	<b>Islam</b> <i>How does <u>tawhid</u> create a sense of belonging to the Muslim community?</i>	<b>Hinduism</b> <i>How do questions about <u>Brahman</u> and <u>atman</u> influence the way a Hindu lives?</i>	<b>Buddhism</b> <i>How does the Triple <u>Refuge</u> help Buddhists in their journey through life?</i>	<b>Christianity</b> <i>Should believing in the <u>resurrection</u> change how Christians view life and death?</i>	<b>Humanism</b> <i>Why do Humanists say <u>happiness</u> is the goal of life?</i>	

Both the Judaism and Christianity unit are on the same theme allowing comparisons to be made.

The syllabus requires a secular world view to be taught. This unit is philosophical and is particularly suitable for Y6 learners ready for KS3.

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.

The Christianity units are grouped with the other religions and worldviews with the same learning themes allowing for comparison.

Buddhism is introduced at the end of Y5 and again in Y6. The year 6 unit builds on the introduction and forms a sequence of learning about how religious and non-religious people understand death.