

Using the *Emmanuel* Project with Understanding Christianity

Understanding Christianity is a substantial resource to support teaching of Christianity in Religious Education, supported and developed by the Church of England. It explores significant theological concepts within Christianity as part of 'developing pupils' wider religious, theological and cultural literacy'. It seeks to 'support teachers in developing their own knowledge and understanding of Christianity theology to be able to teach with confidence.'

The *Emmanuel* Project was developed in Suffolk with much the same aims, and grew out of the work of an RE Adviser involved in planning Understanding Christianity. It unpacks key theological concepts in

different world faiths, viewing their scriptures, practices and lifestyles systematically through these. Originally written to meet the Suffolk agreed syllabus requirements, it is now used much more widely.

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With such similar approaches, the *Emmanuel* Project works well alongside Understanding Christianity. The following scheme of work / long term plans illustrate how. **The EYFS units are based on Christianity but include encounters with other faiths. The KS1 and KS2 exemplars show either 50% Christianity or an increased Christianity coverage at 66%.**

## Possible EYFS Scheme of work / Long Term Plan

The EYFS units for Understanding Christianity, both the main units and the 'Digging Deeper' sections, were based on the six EYFS units of the Emmanuel Project. On the flash drive, you will find detailed copies of the original units. In each, there is an encounter with a story from a different religion. The Emmanuel Project uses the units in the order below, which matches the seasons of the school year and Christian calendar well and may be a useful steer for those using 'Understanding Christianity'.

| 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                                          |
| <i>Including an encounter with ...</i>            | <i>Including an encounter with ...</i>                 | <i>Including an encounter with ...</i>             | <i>Including an encounter with ...</i>             | <i>Including an encounter with ...</i>              | <i>Including an encounter with ...</i>              |
| <i>A Muslim whispering Allah in a baby's ear</i>  | <i>A Muslim story: Muhammad and the Ants</i>           | <i>A Sikh story: Har Gobind and the 52 Princes</i> | <i>A Buddhist story: The Monkey King</i>           | <i>Hindus celebrating at Raksha Bandhan</i>         | <i>Tu be Shevat: the Jewish 'Birthday of Trees'</i> |

## Possible KS1 Scheme of work / Long Term Plan – 50% Christianity

**NB:** This is an example. The purple units are from **UNDERSTANDING CHRISTIANITY**. The units on Judaism and Islam are from *Emmanuel*. Refer to your RE subject leader for guidance on selecting religions other than Christianity; they may do this in relation to a locally agreed syllabus or the religions represented in your local area. This particular example allows for a school-designed unit of another faith and suggests key concepts around which to base these; the *Emmanuel* units will give a useful pattern for developing such units in an Enquiry Cycle model.

| Autumn 1                                                                                           | Autumn 2                                                                                                           | Spring 1                                                                                                       | Spring 2                                                                                                  | Summer 1                                                                                                       | Summer 2                                                                                                                                                                                                                                              | YEAR<br><b>1</b><br>OR<br><b>A</b> |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>Christianity</b><br>God<br><br><i>What do Christians believe that God is like?</i>              | <b>Judaism</b><br>Mitzvot / tzedakah<br><br><i>Why is learning to do good deeds so important to Jewish people?</i> | <b>Christianity</b><br>Creation<br><br><i>Who made the world?</i>                                              | <b>Christianity</b><br>Salvation<br><br><i>Why does Easter matter to Christians?<br/>(Core Learning)</i>  | <b>Judaism</b><br>Creation / blessings<br><br><i>Why do Jewish families say so many prayers and blessings?</i> | <i>If your local syllabus requires you to teach a unit on a different religion, put your own together here e.g.</i><br><br><b>Buddhism</b> Meta (kindness)<br><b>Hinduism</b> Ahimsa (non-violence/respect for life)<br><b>Sikhism</b> Sewa (service) |                                    |
| Autumn 1                                                                                           | Autumn 2                                                                                                           | Spring 1                                                                                                       | Spring 2                                                                                                  | Summer 1                                                                                                       | Summer 2                                                                                                                                                                                                                                              | YEAR<br><b>2</b><br>OR<br><b>A</b> |
| <b>Judaism</b><br>Teshuvah<br><br><i>Why do Jewish families talk about repentance at New Year?</i> | <b>Christianity</b><br>Incarnation<br><br><i>Why does Christmas matter to Christians?</i>                          | <b>Islam</b><br>Mercy / compassion<br><br><i>How do some Muslims show Allah is compassionate and merciful?</i> | <b>Christianity</b><br>Salvation<br><br><i>Why does Easter matter to Christians?<br/>(Digging Deeper)</i> | <b>Judaism</b><br>Torah / rabbi<br><br><i>Why is the Torah such a joy for the Jewish community?</i>            | <b>Christianity</b><br>Gospel<br><br><i>What is the good news that Jesus brings?</i>                                                                                                                                                                  |                                    |

## Possible KS1 Scheme of work / Long Term Plan – increased Christianity coverage

**NB:** This is an example. The purple units are from **UNDERSTANDING CHRISTIANITY**. The units on Judaism and Islam are from *Emmanuel*. Refer to your RE subject leader for guidance on selecting religions other than Christianity; they may do this in relation to a locally agreed syllabus or the religions represented in your local area.

| Autumn 1                                                                                     | Autumn 2                                                                                                           | Spring 1                                                                                                       | Spring 2                                                                                                        | Summer 1                                                                                                        | Summer 2                                                                                                       | YEAR<br><b>1</b><br>OR<br><b>A</b> |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>Christianity</b><br>God<br><br><i>What do Christians believe that God is like?</i>        | <b>Judaism</b><br>Mitzvot / tzedakah<br><br><i>Why is learning to do good deeds so important to Jewish people?</i> | <b>Christianity</b><br>Creation<br><br><i>Who made the world?</i><br><i>(Core Learning)</i>                    | <b>Christianity</b><br>Salvation<br><br><i>Why does Easter matter to Christians?</i><br><i>(Core Learning)</i>  | <b>Christianity</b><br>Gospel<br><br><i>What is the good news that Jesus brings?</i><br><i>(Core Learning)</i>  | <b>Judaism</b><br>Creation / blessings<br><br><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<br><b>2</b><br>OR<br><b>A</b> |
| <b>Christianity</b><br>Creation<br><br><i>Who made the world?</i><br><i>(Digging Deeper)</i> | <b>Christianity</b><br>Incarnation<br><br><i>Why does Christmas matter to Christians?</i>                          | <b>Islam</b><br>Mercy / compassion<br><br><i>How do some Muslims show Allah is compassionate and merciful?</i> | <b>Christianity</b><br>Salvation<br><br><i>Why does Easter matter to Christians?</i><br><i>(Digging Deeper)</i> | <b>Christianity</b><br>Gospel<br><br><i>What is the good news that Jesus brings?</i><br><i>(Digging Deeper)</i> | <b>Judaism*</b><br>Torah / rabbi<br><br><i>Why is the Torah such a joy for the Jewish community?</i>           |                                    |

\*OR Teshuvah *Why do Jewish families talk about repentance at New Year?*

## Possible LKS2 Scheme of work / Long Term Plan – 50% Christianity

**NB:** This is an example. The purple units are from **UNDERSTANDING CHRISTIANITY**. The units on other world faiths are from *Emmanuel*. Refer to your RE subject leader for guidance on selecting religions other than Christianity; they may do this in relation to a locally agreed syllabus or the religions represented in your local area.

| Autumn 1                                                                                               | Autumn 2                                                                                                               | Spring 1                                                                                                                  | Spring 2                                                                                                | Summer 1                                                                                                  | Summer 2                                                                                                        |                                    |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>Christianity</b><br>People of God<br><br><i>What is it like to follow God?</i>                      | <b>Judaism</b><br>Covenant<br><br><i>What symbols and stories help Jewish people remember their covenant with God?</i> | <b>Hinduism</b><br>Karma<br><br><i>Why do Hindus want to collect good <u>karma</u>?</i>                                   | <b>Christianity</b><br>Gospel<br><br><i>What kind of a world did Jesus want?</i>                        | <b>Christianity</b><br>Kingdom of God<br><br><i>When Jesus left, what was the impact of Pentecost?</i>    | <b>Islam</b><br>Submission<br><br>How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah? | YEAR<br><b>3</b><br>OR<br><b>A</b> |
| Autumn 1                                                                                               | Autumn 2                                                                                                               | Spring 1                                                                                                                  | Spring 2                                                                                                | Summer 1                                                                                                  | Summer 2                                                                                                        |                                    |
| <b>Christianity</b><br><i>Creation</i><br><br><i>What do Christians learn from the Creation story?</i> | <b>Christianity</b><br>Incarnation<br><br><i>What is the Trinity?</i>                                                  | <b>Hinduism</b><br>Dharma<br><br><i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i> | <b>Christianity</b><br>Salvation<br><br><i>Why do Christians call the day Jesus died 'Good Friday'?</i> | <b>Islam</b><br>Prophethood<br><br><i>Why do Muslims call Muhammad the 'seal of the <u>prophets</u>'?</i> | <b>Sikhism*</b><br>Equality<br><br><i>How do Sikhs put their beliefs about <u>equality</u> into practice?</i>   | YEAR<br><b>4</b><br>OR<br><b>B</b> |

\*\*Or the unit entitled: *How does the teaching of the gurus move Sikhs from dark to light?*

## Possible LKS2 Scheme of work / Long Term Plan - increased Christianity coverage

**NB:** This is an example. The purple units are from **UNDERSTANDING CHRISTIANITY**. The units on other world faiths are from *Emmanuel*. Refer to your RE subject leader for guidance on selecting religions other than Christianity; they may do this in relation to a locally agreed syllabus or the religions represented in your local area.

| Autumn 1                                                                                               | Autumn 2                                                                                        | Spring 1                                                                                                                    | Spring 2                                                                                                | Summer 1                                                                                                      | Summer 2                                                                                                         |                                    |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>Christianity</b><br>People of God<br><br><i>What is it like to follow God?</i>                      | <b>Christianity</b><br><i>Incarnation</i><br><br><i>What is the Trinity?</i><br>(Core Learning) | <b>Hinduism*</b><br>Karma<br><br><i>Why do Hindus want to collect good <u>karma</u>?</i>                                    | <b>Christianity</b><br>Gospel<br><br><i>What kind of a world did Jesus want?</i><br>(Core Learning)     | <b>Christianity</b><br><i>Kingdom of God</i><br><br><i>When Jesus left, what was the impact of Pentecost?</i> | <b>Islam*</b><br>Submission<br><br>How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah? | YEAR<br><b>3</b><br>OR<br><b>A</b> |
| Autumn 1                                                                                               | Autumn 2                                                                                        | Spring 1                                                                                                                    | Spring 2                                                                                                | Summer 1                                                                                                      | Summer 2                                                                                                         |                                    |
| <b>Christianity</b><br><i>Creation</i><br><br><i>What do Christians learn from the Creation story?</i> | <b>Christianity</b><br>Incarnation<br><br><i>What is the Trinity?</i><br>(Digging Deeper)       | <b>Hinduism**</b><br>Dharma<br><br><i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i> | <b>Christianity</b><br>Salvation<br><br><i>Why do Christians call the day Jesus died 'Good Friday'?</i> | <b>Islam**</b><br>Prophethood<br><br><i>Why do Muslims call Muhammad the 'seal of the <u>prophets</u>'?</i>   | <b>Christianity</b><br>Gospel<br><br><i>What kind of a world did Jesus want?</i><br><br>(Digging Deeper)         | YEAR<br><b>4</b><br>OR<br><b>B</b> |

\*OR Judaism **What symbols and stories help Jewish people remember their covenant with God?**

\*\*Two Sikh units are also available for LKS2 entitled *How do Sikhs put their beliefs about equality into practice?* And *How does the teaching of the gurus move Sikhs from dark to light?*

These are both available on the flash drive.



## Possible UKS2 Scheme of work / Long Term Plan – 50% Christianity

**NB:** This is an example. The purple units are from **UNDERSTANDING CHRISTIANITY**. The units on other world faiths are from *Emmanuel*. Refer to your RE subject leader for guidance on selecting religions other than Christianity; they may do this in relation to a locally agreed syllabus or the religions represented in your local area.

| Autumn 1                                                                                         | Autumn 2                                                                                                           | Spring 1                                                                                                          | Spring 2                                                                                                  | Summer 1                                                                                                  | Summer 2                                                                                            |                    |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------|
| <b>Christianity</b><br>God<br><br><i>What does it mean if God is loving and holy?</i>            | <b>Christianity</b><br>Incarnation<br><br><i>Was Jesus the Messiah?</i>                                            | <b>Hinduism*</b><br>Moksha<br><br><i>What spiritual pathways to Moksha are written about in Hindu scriptures?</i> | <b>Christianity</b><br>Salvation<br><br><i>What did Jesus do to save human beings?</i>                    | <b>Buddhism</b><br>Enlightenment<br><br><i>How did Buddha teach his followers to find enlightenment?</i>  | <b>Islam*</b><br>Revelation<br><br><i>What does the Qur'an reveal about Allah and his guidance?</i> | <b>YEAR 5 OR A</b> |
| Autumn 1                                                                                         | Autumn 2                                                                                                           | Spring 1                                                                                                          | Spring 2                                                                                                  | Summer 1                                                                                                  | Summer 2                                                                                            |                    |
| <b>Humanism**</b><br>Happiness<br><br><i>Why do humanists say happiness is the goal of life?</i> | <b>Hinduism</b><br>Brahman<br><br><i>How do questions about Brahman and atman influence the way a Hindu lives?</i> | <b>Christianity</b><br>Kingdom of God<br><br><i>What kind of king is Jesus?</i>                                   | <b>Christianity</b><br>Salvation<br><br><i>What difference does the resurrection make for Christians?</i> | <b>Islam</b><br>Tawhid<br><br><i>How does tawhid create a sense of belonging to the Muslim community?</i> | <b>Christianity</b><br>Creation<br><br><i>Creation and science: conflicting or complementary?</i>   | <b>YEAR 6 OR B</b> |

\* **OR** choose Judaism **What is holiness for Jewish people: a place, a time, an object or something else?**

\*\* **OR** choose Buddhism **How does the Triple Refuge help Buddhists in their journey through life?**



## Possible UKS2 Scheme of work / Long Term Plan - increased Christianity coverage

**NB:** This is an example. The purple units are from **UNDERSTANDING CHRISTIANITY**. The units on other world faiths are from *Emmanuel*. Refer to your RE subject leader for guidance on selecting religions other than Christianity; they may do this in relation to a locally agreed syllabus or the religions represented in your local area.

| Autumn 1                                                                                         | Autumn 2                                                                | Spring 1                                                                                                          | Spring 2                                                                                                  | Summer 1                                                                                                           | Summer 2                                                                                                   |                                    |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>Christianity</b><br>God<br><br><i>What does it mean if God is loving and holy?</i>            | <b>Christianity</b><br>Incarnation<br><br><i>Was Jesus the Messiah?</i> | <b>Hinduism*</b><br>Moksha<br><br><i>What spiritual pathways to Moksha are written about in Hindu scriptures?</i> | <b>Christianity</b><br>Salvation<br><br><i>What did Jesus do to save human beings?</i>                    | <b>Christianity</b><br>People of God<br><br><i>How can following God bring freedom and justice?</i>                | <b>Islam*</b><br>Revelation<br><br><i>What does the Qur'an <u>reveal</u> about Allah and his guidance?</i> | YEAR<br><b>5</b><br>OR<br><b>A</b> |
| Autumn 1                                                                                         | Autumn 2                                                                | Spring 1                                                                                                          | Spring 2                                                                                                  | Summer 1                                                                                                           | Summer 2                                                                                                   |                                    |
| <b>Humanism**</b><br>Happiness<br><br><i>Why do humanists say happiness is the goal of life?</i> | <b>Christianity</b><br>Gospel<br><br><i>What would Jesus do?</i>        | <b>Christianity</b><br>Kingdom of God<br><br><i>What kind of king is Jesus?</i>                                   | <b>Christianity</b><br>Salvation<br><br><i>What difference does the resurrection make for Christians?</i> | <b>Islam**</b><br>Tawhid<br><br><i>How does <u>tawhid</u> create a sense of belonging to the Muslim community?</i> | <b>Christianity</b><br>Creation<br><br><i>Creation and science: conflicting or complementary?</i>          | YEAR<br><b>6</b><br>OR<br><b>B</b> |

\*OR choose Judaism **What is holiness for Jewish people: a place, a time, an object or something else?** Or Buddhism **How did Buddha teach his followers to find enlightenment?**

\*\* OR choose Hinduism **How do questions about Brahman and atman influence the way a Hindu lives?** Or Buddhism **How does the Triple Refuge help Buddhists in their journey through life?**