



The *Emmanuel* project: an introduction for KS1



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The *Emmanuel* Long Term Plan for Key Stage 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year 1 or Year A
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	Year 2 or Year B
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>	

It is useful to have copies of the KS1 units to hand as you follow this introduction.

The *Emmanuel* Long Term Plan for KS1 with Suffolk Learning Themes

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YEAR 1 OR 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	YEAR 2 OR A
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>	

It is useful to have copies of the EYFS units to hand as you follow this introduction.

Each unit introduces Tom, Tessa, Zoe, Hanif or Samina, who act as 'guides' to their religion at a level appropriate for KS1.

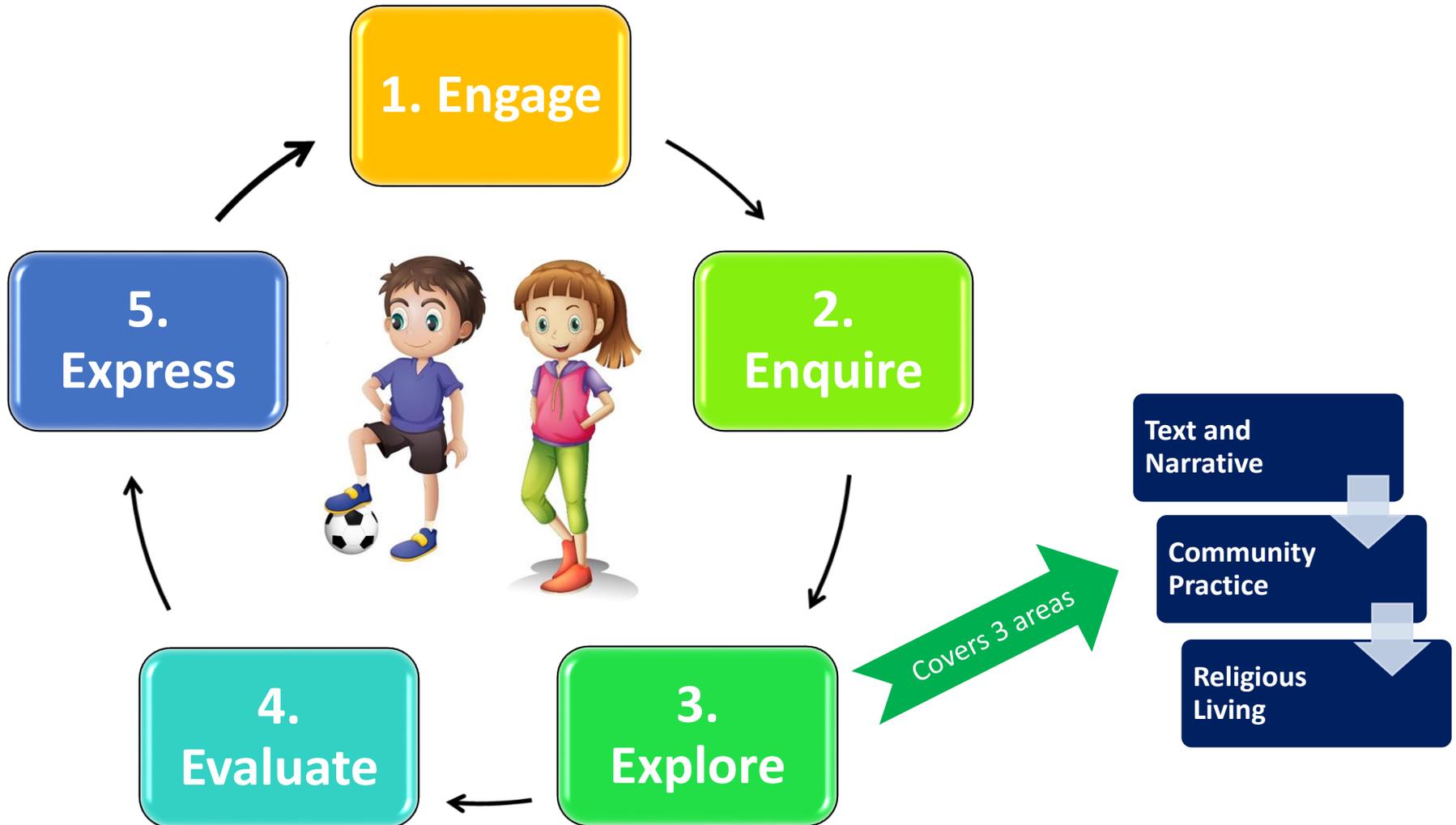
We can help you teach about the Christian faith. We can tell you what we learn about God and Jesus and the Bible. We can share how we celebrate and what we are taught about the right way to live.



.... And we can teach you about our faiths too.



Each *Emmanuel* unit follows an Enquiry Cycle approach to develop children's learning.



Here is an example of the kind of content to expect in one of the units:

KS1 Judaism: Believing



Why do Jewish families talk about repentance at New Year?

**The *EMMANUEL* Project:
Teaching Judaism effectively in Key Stage 1**



THE CHURCH
OF ENGLAND
Diocese of St Edmundsbury
and Ipswich

The unit begins with the central concept or belief.

TESHUVAH

Everyone makes mistakes; fixing them so that they won't be repeated is the challenge of teshuvah. The Torah is filled with people -- great people -- who made mistakes. What made them great was not that they led perfect lives, but that they learned from their mistakes.

Teshuvah really means "return" although often translated as "repentance". What does God want from us when we make mistakes? The Jewish community is asked by God to do teshuvah, to return to the path God set for them when they were born, the path of goodness, of becoming a better person.

There are different types of teshuvah as there are different types of mistakes. Some are so serious they take a person's entire life off course. Some are simple errors of everyday life that make us feel bad about ourselves and impair our relationship with others and with God. Often we know what we are doing is wrong, but convince ourselves that it is right. Everyone makes such mistakes. We all know when we stray, rationalize, bend the truth, avoid the effort, and ignore what is really important and meaningful in our lives.

Everyone who has children knows they make mistakes, even when told not to do something that will harm them, they do it any way. God is like a Father in Heaven. He wants people to recognize their mistakes and use them as an opportunity to learn.



Maimonides sets out the steps for Teshuvah.

Step 1: Stop. Stop whatever destructive action you are engaged in. *If, for example, you are losing your temper with others, stop.*

Step 2: Regret. Feel regret for your error. *Be sorry for any harm you caused when you lost your temper.*

Step 3: Verbalize. Explain your regret out loud to God. You need to hear it, even if God knows already. If you caused harm, make amends. *Go to your friend and ask forgiveness for losing your temper.*

Step 4: Plan. How can you be sure the mistake won't happen again? *Avoid sources of conflict in the future.*

Making a "complete return" is when God puts you in the same position as your original mistake and, you do not repeat it. God accepts your return and when at **Rosh Hashanah** (new year) and **Yom Kippur** (Day of Atonement), He reviews your thoughts and deeds, He doesn't see those mistakes.

Rosh Hashanah, Jewish New Year, marks the start of Ten days of 'Return'. A shofar or ram's horn is blown in the synagogue to call people to make amends for their mistakes.

The central theme of Yom Kippur is teshuvah, commonly translated as "repentance." It is a day of fasting, with solemn overtones, but there are great elements of joy because it is a day of second chances. In many of life's pursuits we only have one chance but, at Yom Kippur, God says, "No matter if you have failed before; you can still return."

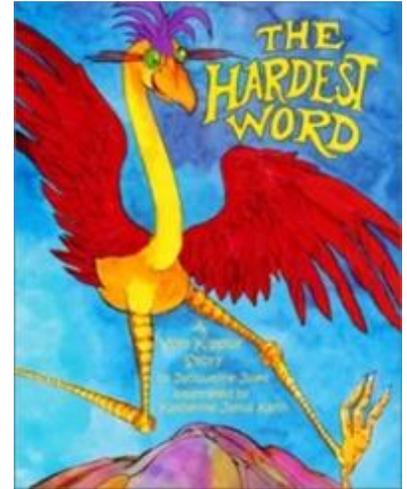
A chassid once asked his rebbe, "Why pray on Yom Kippur? After all, we will all sin again." In response, the rebbe asked him to look out the window. "What do you see?" asked the master. "A child, standing and falling," replied the disciple. Day after day the chassid returned to witness the same scene. At week's end, the child stood and didn't fall. The child had attained the impossible. "So with us," said the rebbe, "We may fail again and again, but in the end, a loving God gives us the opportunities we need to succeed."



Engage

with the concept of saying sorry,
changing and forgiveness

- Is it hard to say sorry?
- What do you think is the hardest word to say?
- How do we know if someone is really sorry?
- Zoe shares the story of 'The Hardest Word'. Her mum gave it to her to help her get ready for the day of Yom Kippur.
- We think about saying sorry and being forgiven.



Enquire

into the idea of making new starts through the Jewish festival of Rosh Hashanah

- What can you see in this window?
- How does Zoe celebrate at New Year?
- Zoe sends in some artefacts to do with Jewish New Year and a letter all about it.
- We try apples and honey and hear a Jewish song.



Explore (1)

repentance and forgiveness in the Jewish story of Jonah

- **Who knows the story of Jonah?**
- **What is the story of Jonah all about?**
- **Is it a good story for a new start?**

- **Zoe shares the story of Jonah which is told at the Synagogue at Yom Kippur.**
- **We think about repentance and putting things right.**



Explore (2)

how teshuvah is put into practice in daily life

- **What does this noise tell people to do?**
- **What do people do during the Ten Days of Return?**
- **Can YOU put something right?**

- **We listen to a shofar being blown.**
- **We find out how Jewish people repent and put things right.**



Explore (3)

some ways the Jewish community shows repentance at Yom Kippur

- **What happens at the synagogue at Yom Kippur?**
- **What do you think is important about Yom Kippur?**

- **Zoe helps us imagine Yom Kippur at the synagogue.**
- **We write Zoe a letter and wonder how she feels about being forgiven.**



Evaluate

Each KS1 unit gives some general guidance on evaluating / assessing children's work.

EVALUATE your RE learning about Jewish people showing repentance at new year	<p>Teacher's note: <i>Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</i></p> <p>What have we learnt? How well have we learnt?</p> <ul style="list-style-type: none">• Try a mind map – together as a class or in groups.• Encourage children to record/ share what they have learnt as individuals.• Use the Quick Quiz on p. 17.• Use the class RE scrapbook to discuss your learning journey together.• Consider how to answer any remaining questions. <p>Can we answer the big question at the start of the unit? How well?</p> <ul style="list-style-type: none">• Use discussion to construct an answer together.• Encourage children to self-assess and justify their decisions.• Use the SOLO taxonomy hexagons in groups or individually. <p>Are we making progress in RE as a subject? How much?</p> <ul style="list-style-type: none">• If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 OR an Assessment framework from your RE subject leader.• Use any opportunity to link learning <u>between units of work and across subjects</u>.	<p><i>See 'Assessing RE in your school' p. 17-18 for decisions about how and what to assess.</i></p> <p><i>Please remember that different schools have different requirements. Check with your RE Subject Leader.</i></p> <p><i>Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash drive, along with ideas for how to use.</i></p>
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Examples of the Quick Quizzes based on Bloom's Taxonomy and the hexagons for Solo Taxonomy follow on the next slide:

Example of Quick Quiz:

Beginning: Discusses concept in own life	Q1 Is repentance just saying sorry?
Developing: Draws on the lesson material	Q2 What does the shofar remind Jewish people to do?
Expected: Applies concept/answers key question	Q3 Why do Jewish families talk about repentance at New Year?
Greater Depth: Offers wider links to this or other faiths / personal views	Q4 What rules would you make for helping children put things right in school when there is a fight?

Example of Solo Taxonomy hexagons:



Why do Jewish families talk about repentance at New Year?

G-D



judge



shofar

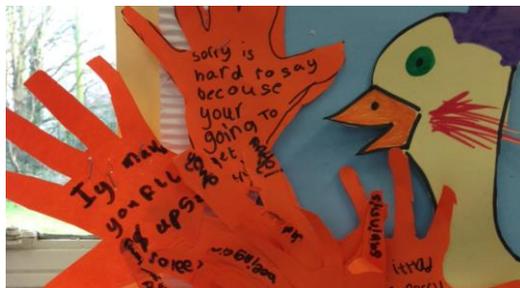
scales



put things right

Some teachers will need to collect evidence for End of year expectations. These are Suffolk expectations.

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
R	Ra I can remember something that happens in the Jonah story	Rb I can recognise someone blowing a shofar because of their religion	Rc I can recognise a shofar and that the word 'God' is important to a Jewish person	Rd I can talk about things that happen in my class when I do something wrong	Re I can talk about something interesting in the story of Jonah	Rf I can talk about trying to put something right when I do wrong
Y1	1a I can remember the story of Jonah and know who it is special to	1b I can use the right words e.g. God, scroll, shofar, repent, to talk about what happens at Yom Kippur	1c I can suggest why the symbol of weighing scales is important to a Jewish person at New Year	1d I can talk about times when I have done things wrong, and need to say sorry, at home or in class	1e I can ask why a story is told, and what I learn from it, including the Jonah story	1f I can talk about what is important to me about saying sorry and being forgiven, and why
Y2	2a I can tell the story of Jonah and say why it might be important to a Jewish person	2b I can talk about something Jewish people do together as part of their celebration / worship at Rosh Hashanah	2c I can say what the sound of the shofar or tasting honey means for Jewish people at Rosh Hashanah	2d I can ask respectfully what happens when friends or others get things wrong and want to put them right, including a Jewish view	2e I can talk about the possible meanings in a story, including the Jonah story, and about any questions the story raises	2f I can talk about what is important to others, including Jewish people, about repentance and 'putting things right', asking respectfully why
Y3	3a I can describe what a Jewish person might learn from the Jonah story about repentance, forgiveness and God	3b I can describe some things that Jewish people do as a part of their preparations for Yom Kippur	3c I can describe some ways Jewish people show beliefs about God and repentance at Yom Kippur, using religious terms correctly	3d I can recognise how some things / people influence my ideas about saying sorry and putting things right e.g. family, friends, faith	3e I can ask good questions about whether repentance is important in life and communicate some of my ideas for answers	3f I can link my ideas about repentance and forgiveness with the way I think and behave, or would like to think and behave



Express

your RE learning so it can be shared with others

Each unit encourages a range of ways for children to share or express their learning.

Examples from this unit:

- **Make a display about 'The Hardest Word'** and explain all the 'sorry' hands on the wings. Tell the story if you can.
- **Make a 2D-shofar** and write on it what they have learnt about how it is used
- **Create a Sammy Spider display**, where Sammy explains things about Yom Kippur and Rosh Hashanah.
- **Write a thank you letter to Zoe** about what you have learnt and add it to a display of your work.



Each unit lists helpful resources, some of which are used in more than one unit e.g. Bible storybooks., Sammy Spider stories, artefacts, etc.

