

The Emmanuel project: an introduction for UKS2



St Edmundsbury and Ipswich Diocese

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THE CHURCH OF ENGLAND
Diocese of St Edmundsbury and Ipswich

The *Emmanuel* Long Term Plan for UKS2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>Why is the <u>gospel</u> such good news for Christians?</i>	Islam <i>What does the <u>Qur'an reveal</u> about Allah and his guidance?</i>	Hinduism <i>What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?</i>	Judaism <i>What is <u>holiness</u> for Jewish people: a place, a time, an object or something else?</i>	Christianity <i>What is the great significance of the <u>Eucharist</u> for Christians?</i>	Buddhism <i>How did Buddha teach his followers to find <u>enlightenment</u>?</i>	Year 5 or Year A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>How do Christians show their belief that Jesus is God <u>incarnate</u>?</i>	Islam <i>How does <u>tawhid</u> create a sense of belonging to the Muslim community?</i>	Hinduism <i>How do questions about <u>Brahman</u> and <u>atman</u> influence the way a Hindu lives?</i>	Buddhism <i>How does the <u>Triple Refuge</u> help Buddhists in their journey through life?</i>	Christianity <i>Should believing in the <u>resurrection</u> change how Christians view life and death?</i>	Humanism <i>Why do Humanists say <u>happiness</u> is the goal of life?</i>	Year 6 or Year B

NB There are four additional Christianity units which could replace any of the above.

It is useful to have copies of the UKS2 units to hand as you follow this introduction.

The *Emmanuel* Long Term Plan for UKS2 with Suffolk Learning Themes

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

NB There are four additional Christianity units which could replace any of the above.

It is useful to have copies of the UKS2 units to hand as you follow this introduction.

Each unit has a question as its title which includes a key religious concept or belief. This belief forms the heart of the unit.

KS2 Christianity: Journey of Life and Death



Should believing in the resurrection change how Christians view life and death?

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Teaching Christianity effectively in Key Stage 2



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KS2 Islam: Teachings and Authority



What does the Qur'an reveal to Muslims about Allah and his guidance?

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KS2 Hinduism: Teachings and Authority



What spiritual pathways to moksha are written about in Hindu scriptures?

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KS2 Christianity: Additional units



How do the 'Heroes of Faith' encourage Christians today?

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KS2 Sikhism: Inspirational People



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

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Teaching other faiths effectively in Key Stage 2

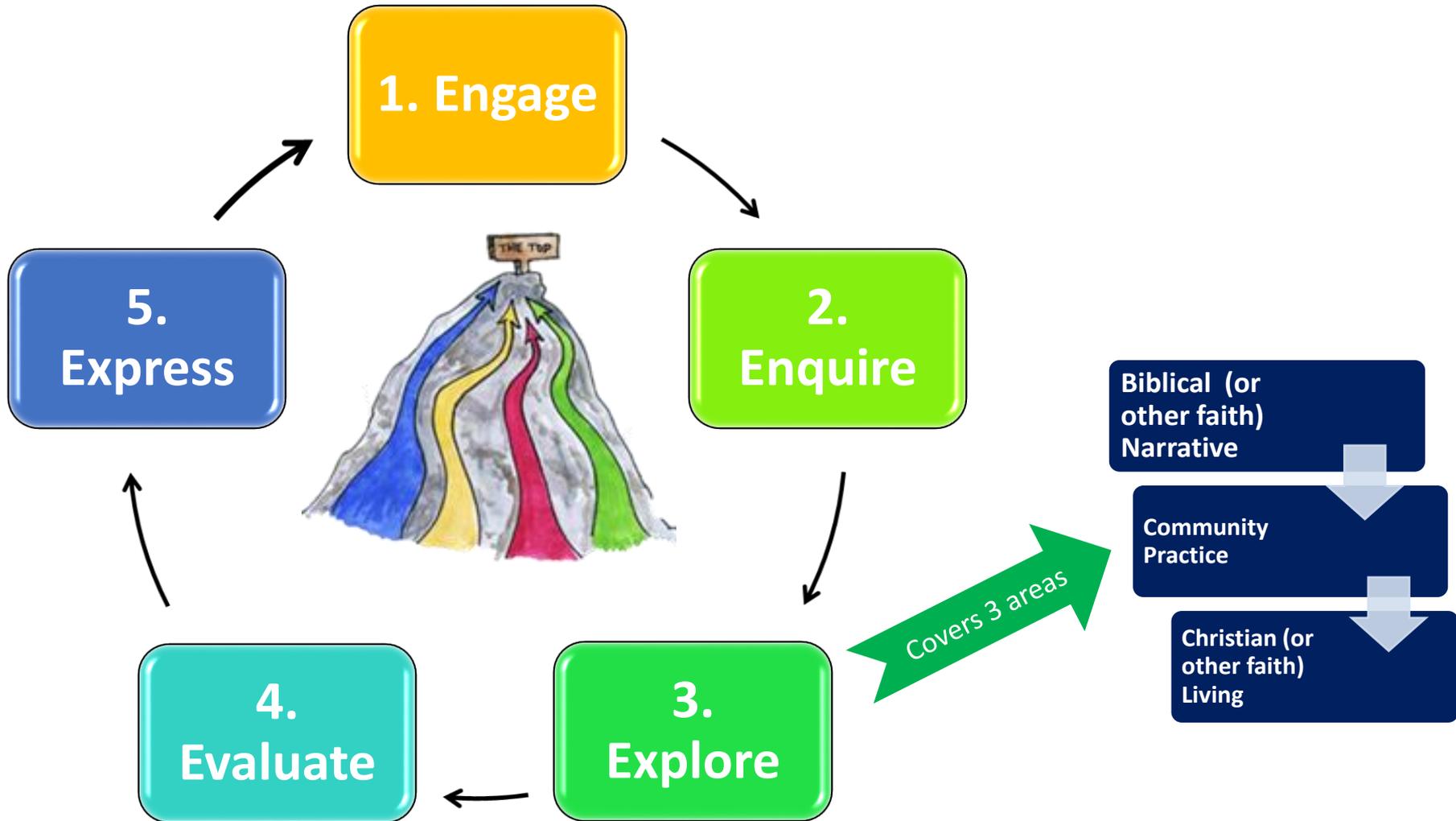
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Each unit also has a symbol to represent its central concept / belief. Some of these are obviously religious; some are not.



Each *Emmanuel* unit follows an Enquiry Cycle approach to develop children's learning. The focus throughout is developing understanding of the key belief.



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

KS2 Christianity: Additional units



How do the 'Heroes of Faith' encourage Christians today?

**The *EMMANUEL* Project:
Teaching Christianity effectively in Key Stage 2**



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The unit begins with the central concept or belief.

Christian Concept

FAITH



It's a bit like....

- taking a leap into the unknown
- making a choice without knowing the result first
- basing a decision on what you have seen before
- putting complete trust or confidence in someone or something
- acting on what you believe

The word **faith** conveys confidence or trust in someone or something. It can also refer to belief in the doctrines of a religion, based on spiritual conviction rather than definitive proof. Some religions have 'articles of faith' to which believers subscribe, or a 'creed' which they recite as a summary of their beliefs. In fact, 'faith' may be used as a synonym for a religion e.g. the 'Christian Faith'.

'Heroes of Faith'

A famous Bible definition of faith says:

"Now faith is the assurance of things hoped for, the conviction of things not seen." Hebrews 11:1:

For the author of 'Hebrews', 'faith' is being sure that the things God has said or promised will come true because of the nature of God's own character as someone who can be trusted. Some Christians talk about this as 'stepping out in faith' when normal evidence for something may not be in front of you; rather the believer remembers who God is and what God is like, and acts on that understanding.

Hebrews 11 records a long list of those who exercised their faith in God in challenging circumstances, even when they did not know how things would turn out, like David taking on Goliath, or Daniel refusing to stop praying to God, even if it



meant being thrown to the lions. The author of 'Hebrews' encourages all Christians to have faith in God like these 'heroes'.

Not just words but action

Faith has two aspects: intellectual assent (recognising something is true) and active trust (actually acting on a belief that something is true).



Think of a chair. Intellectual assent is *recognizing* that a chair is a chair and *agreeing* it is designed to support a person who sits on it. Faith is shown in the action of *sitting in the chair*.

Understanding these two aspects of faith is crucial in terms of a Christian understanding of faith. Many people may *intellectually* agree with the facts the Bible declares about God or Jesus but this is not what the Bible means by "faith." The biblical definition requires intellectual assent *and* an active exercise of that trust.

It is the difference between knowing Blondin could cross Niagara Falls on a tightrope and allowing him to take you across in a wheelbarrow.

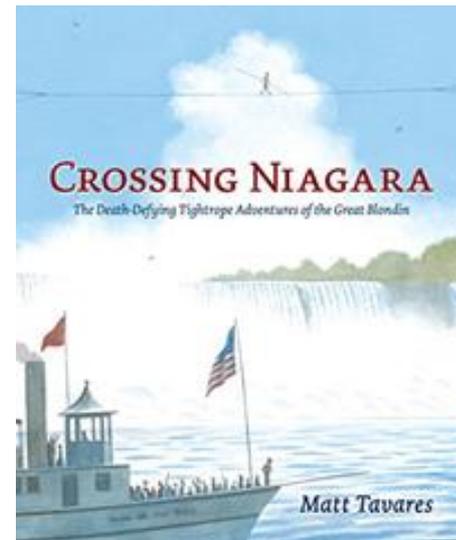
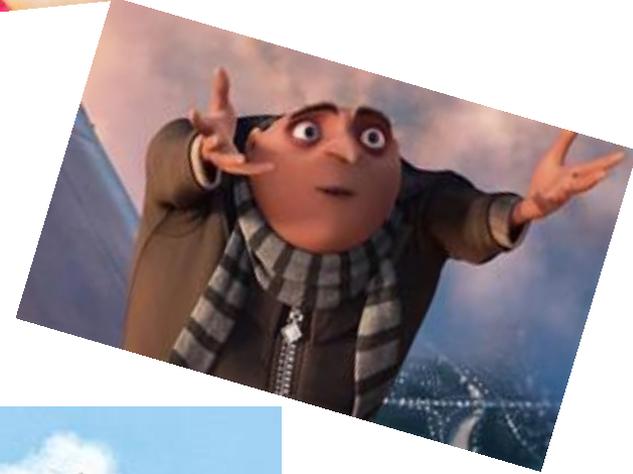
Jesus encouraged faith

Looking at Jesus' life and teaching, we see him commending the faith of those who brought sick people to him to be healed.

Engage

with the meaning of faith

- What does it mean to trust or 'have faith' in someone?
- Is faith the same as trust?
- How does the story of Blondin illustrate the meaning of faith?
- What is the best definition of faith you can write?
- Who do you have faith in and why?



Enquire

into 'faith' in a famous Bible story

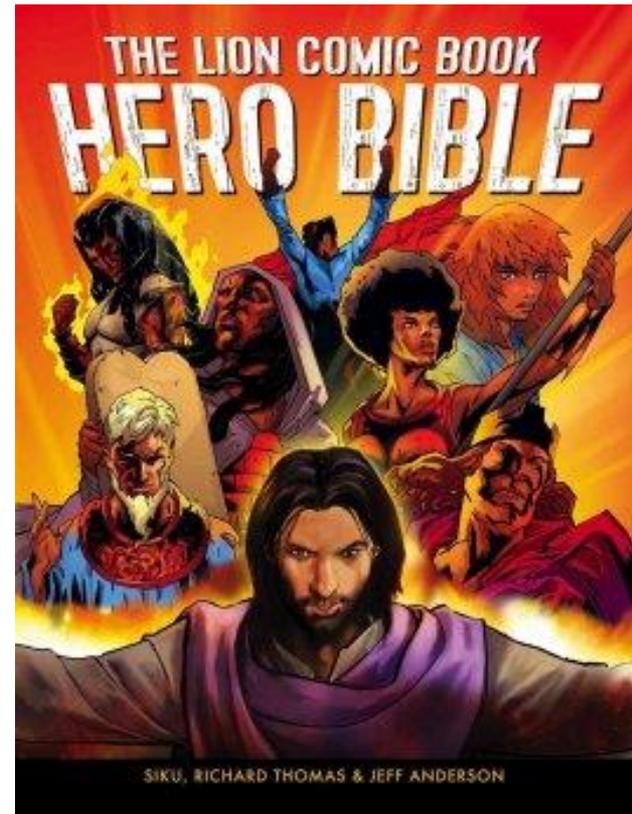
- What do you know about David and Goliath? Where does 'faith' feature in the story?
- What does the story of David in the Bible have to say about faith?
- How do the 'Heroes of Faith' encourage Christians today?



Explore (1)

Christian ideas about Faith in Biblical narrative

- What do Christians mean by 'faith'? What does the Bible say?
- Who are the 'Heroes of Faith'?
- What can you find out about 'Heroes of Faith'?



Explore (2)

ideas about Faith in the Christian community

- Will these seeds grow?
- Why do Christians try to go to church regularly?
- How can songs in church encourage children to grow in faith?
- How does listening to Bible stories encourage Christians to grow in faith?

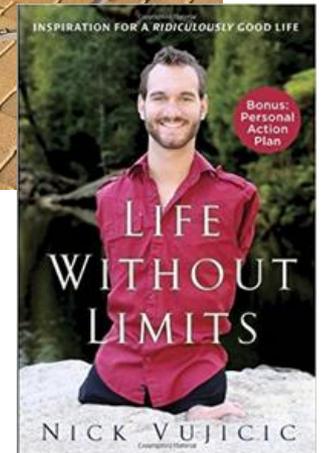


Faith as small as a mustard seed
will move mountains,
move mountains
Faith as small as a mustard seed
will move mountains
by the pow'r of God.

Explore (3)

ideas about faith influencing Christian Living

- How do 'Heroes of Faith' encourage people in difficulties?
- Can another person's faith in the face of difficulty help and encourage you?
- How does Nick's story encourage you? Do you think he is a 'hero of faith'?



Evaluate

pupils' learning about faith in Christianity e.g.

- Mind maps
- Quick Quizzes
- Solo Taxonomy hexagons
- Traffic lights
- Using the key symbol

- Working towards end of year expectations / assessment
- Class scrapbook records



The *Emmanuel* Project Quick Quizzes – UKS2 units

The Quick Quizzes are based on a simple interpretation of Bloom's Taxonomy. They are intended to act as a short assessment of pupils' progress in a particular unit of work but will also give an indication of where children are in RE as a subject. Most children should be finishing the quiz in 10-15 minutes. Having taught the unit, teachers should be in a position to work out what kind of an answer is acceptable for each question.

The quizzes are inserted into the Assessment section of each unit but teachers may find it helpful to see them all together and create their own versions.

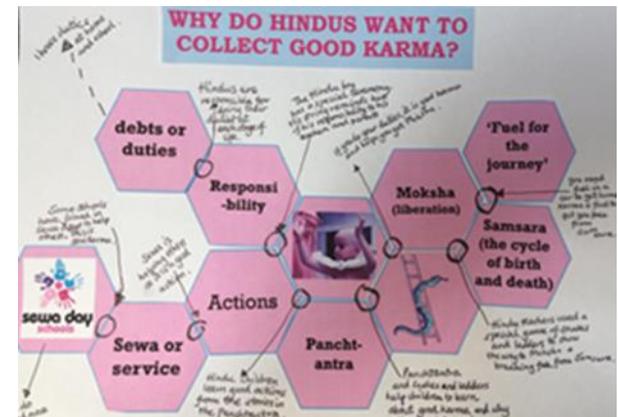
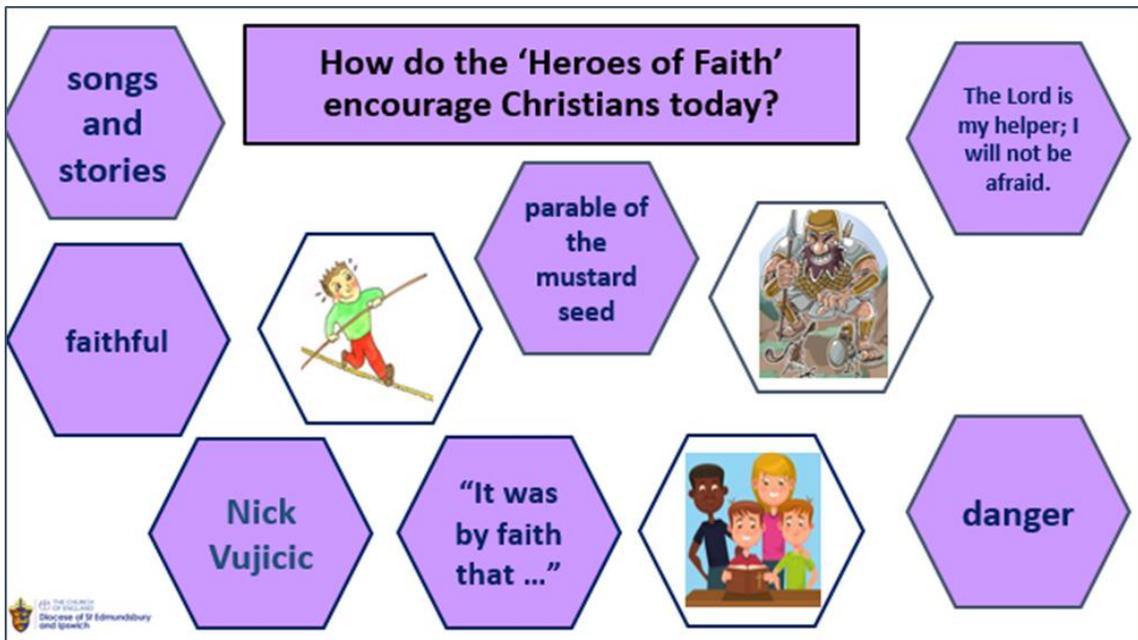


Q1	Beginning	tests children's understanding of the key concept in the unit in relation to its basic meaning and the children's understanding of the concept in their own lives
Q2	Developing	tests children's memory of some of the main learning about a religion in the unit
Q3	Expected	tests the children's ability to answer the KEY QUESTION , which is also the unit title. It is fine for teachers to subdivide this question to help children answer it.
Q4	Greater depth / Excelling	tests children's ability to see a bigger picture. Can they make connections to other aspects of the faith they are learning about? Can they connect to other areas of life / the curriculum / other questions they would like to ask?

Example of Quick Quiz for this unit:

Beginning: Discusses concept in own life	Q1 What does 'having faith' in someone mean?
Developing: Draws on the lesson material	Q2 Which story of a Bible 'Hero of faith' encourages you most and why?
Expected: Applies concept / answers key question	Q3 How do the 'Heroes of faith' encourage Christians today?
Greater Depth: Offers wider links to this or other faiths / personal views	Q4 Can another person's faith in the face of difficulty help and encourage other people?

Example of Solo Taxonomy hexagons:



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

If you want to assess pupils against end of year expectations for RE, you could:

Set tasks to help pupils demonstrate the 'I can's' below. **SELECT** a year group. **CHOOSE 2 strands** to assess e.g. one from each Attainment Target, which means each strand is covered twice in a year providing good evidence for end of year reporting. **LOOK** down the left column of the lessons for the best place to do the assessment. **SET your task** adapting the lesson as necessary. **RECORD** how pupils do.

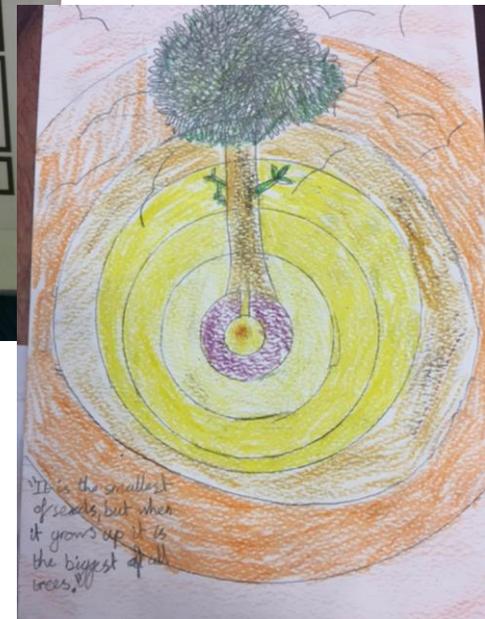
The grid is based on generic end of year expectations (see flash drive), loosely tied to the Suffolk Agreed Syllabus, but adapted to this specific unit. Other RE syllabuses have different assessment structures but the grid may still be helpful.

	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
Y3	<i>3a I can describe what a Christian might learn about faith from the David and Goliath story</i>	<i>3b I can talk about how Christians believe they need to grow in their faith</i>	<i>3c I can use the words of a Christian song to describe a believer's beliefs about faith</i>	<i>3d I can recognise how family / friends influence my ideas about how easy it is to trust people / God</i>	<i>3e I can ask good questions about trust, and share my ideas, based on Blondin's story</i>	<i>3f I can link my ideas about who it is important to trust with how I think and behave</i>
Y4	<i>4a I can describe what Christians might learn from David and Goliath about faith/ trust in God</i>	<i>4b I can describe some of the ways Christians grow in their faith, some different, some the same</i>	<i>4c I can describe some different ways that Christians believe Bible heroes showed their faith in God</i>	<i>4d I can compare some things that influence my ideas about trust with those of others, including how his faith in God influenced King David</i>	<i>4e I can ask important questions about who I would 'trade places' with in life and compare ideas with others, including those of faith</i>	<i>4f I can link how I, and my friends, feel about, and value, someone we have faith in, and how this affects our thoughts and behaviour</i>
Y5	<i>5a I can make links that show how Christians believe that hearing about 'heroes of faith' from the Bible, or people's lives gives them courage and strength</i>	<i>5b I can use the right religious words to describe different practices / experiences Christians have of marking faith e.g. baptism, confirmation</i>	<i>5c I can show how Christians use the mustard seed image e.g. in poetry, art or song, to express ideas about growing in faith and suggest why</i>	<i>5d I can ask questions about groups or individuals people chose to identify with and suggest how some Biblical characters e.g. like David, inspire others</i>	<i>5e I can ask questions about the meaning and purpose of life and suggest a range of answers including my own ideas and those Nick Vujicic gives</i>	<i>5f I can ask about (moral) decisions I and others make as a result of having faith in someone and compare with stories of Biblical heroes</i>
Y6	<i>6a I can explain some key Christian teachings about faith from the Bible and how religious stories of struggles can help Christians answer important questions about life</i>	<i>6b I can use a wide religious vocabulary to compare, with examples from an interview, why someone decided to follow Jesus and how that made a difference to how they lived</i>	<i>6c I can express religious beliefs, ideas or feelings about what it means to have faith in a style I have seen used by believers and explain what I am trying to convey</i>	<i>6d I can ask about the diverse groups people belong to in society, as a result of heritage, choices or beliefs, and the challenges of belonging to a Christian community in some countries</i>	<i>6e I can compare my own ideas about the meaning and purpose of life, with the Christian view of life promoted by Nick Vujicic and ask if it would help me or others in the search for truth</i>	<i>6f I can discuss some of the benefits and problems of having a strong faith in, or commitment to, one particular 'hero', including those who value Biblical heroes</i>

Express

your RE learning so it can be shared with others e.g.

- Personal reflections
- Mustard Seed display
- Collages of David and Goliath
- 'Faith' newspapers
- Poems, drama, raps
- Motivational speech
- Faith wrist bands
- Chats to local Christians



Each unit lists helpful resources, some of which are used in more than one unit. You do not need all the resources but do try and build them up over time.

Possible Resources for this Enquiry:

Most of the resources are mentioned in the text as well as in this list. Although you do not need all the resources listed, it would be hard to teach the unit without any of them. A number of web-links are given throughout the text and, as links may get broken, it is hoped that sufficient information is given to enable you to find the relevant material.

Recommended Bible resources:

- The Lion Children's Bible (Lion Hudson)
- The Lion Storyteller Bible – Bob Hartman (Lion Hudson)
- The Barnabas Schools' Bible - Davies and Piwowarski (Barnabas in Schools)
- Good News Bible – (www.biblesociety.org.uk) 'real' Bible with books, chapters and verses
- The Lion Comic Book Hero Bible – Siku, Anderson and Thomas (Lion Hudson)
See <https://www.youtube.com/watch?v=NME9-SwDSSQ> for a video trailer for the Hero Bible
- www.biblegateway.com – This internet resource enables you to look up any Bible passage by entering the name of the Bible book, the chapter and verses.

We recommend you select the Good News Translation (GNT) but there are other versions to choose. You can choose a variety of other languages – useful where you have many languages in school – but also to illustrate the global nature of the Christian faith.

- **Bible App** - You may find it useful to have a Bible app on your phone! Free download.

