

# A Key Stage 2 Scheme of Work for RE: The Emmanuel Project

## Who is this scheme for?

- RE is a statutory requirement for children in the KS2 at school.
- The Emmanuel Project KS2 Scheme of Work is suitable for all schools, including Community and Church schools.
- It meets the requirements for the Suffolk RE Agreed Syllabus (2023) but also for many other RE syllabuses nationally. Other authorities and dioceses can use the materials but should adjust them to meet the requirements of their own syllabus.

## Which units are available?

In total, there are 51 units available. 32 of these are for KS2. They cover the following religion and worldviews: Buddhism, Christianity, Hindu Dharma, Humanism, Islam, Judaism and Sikhi. Each unit has a concept that is written into the key question/title of the unit. All units follow an enquiry-type model and offer a breadth of options to make them more flexible within the age-range. The units are all on the [Emmanuel Project website](#).

## Is the scheme flexible?

Yes! On the following pages, there are two examples of how the units can be arranged in KS2: one is suitable for community schools and the other suitable for Church schools. They can be adapted, if needed, and where necessary, all units can be arranged to suit a 2-year or 4-year rolling program. Each unit can also be simplified or extended. Church schools must adopt a scheme of work for RE which is in line with the Church of England's Statement of Entitlement and ensure at least 50% of RE time focuses on teaching Christian concepts and beliefs.



## Suggested RE Long-term plan for Community schools: LKS2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Big Question 1 – Do beliefs make any difference to someone’s life?</b>			<b>Big Question 2 - What beliefs drive people to make a difference in the world?</b>			<b>YEAR 3 OR A</b>
<b>Christian</b> salvation, reconciliation  How do Christians show that reconciliation with God and others is important?	<b>Muslim</b> devotion, submission  How does a Muslim show their submission and obedience to Allah?	<b>Hindu</b> karma  Why do Hindus want to collect good karma?	<b>Christian</b> incarnation, kingdom of God  What do Christians mean when they talk about the Kingdom of God?	<b>Humanist</b> morality  Why do Humanists use the golden rule as a basis for morality?	<b>Sikh</b> guru  How does the teaching of the gurus move Sikhs from dark to light?	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Big Question 3 - What makes some people an inspiration to others?</b>			<b>Big Question 4 - What beliefs bind a community together?</b>			<b>YEAR 4 OR B</b>
<b>Christian</b> salvation  How does believing Jesus is their saviour inspire Christians to save and serve others?	<b>Muslim</b> prophet  Why do Muslims call Muhammad the ‘seal of the prophets’?	<b>Hindu</b> dharma  How does the story of Rama and Sita inspire Hindus to follow their dharma?	<b>Jewish</b> covenant  What symbols and stories help Jewish people remember their covenant with God?	<b>Christian</b> mission  Why do Christians believe they are people on a mission?	<b>Sikh</b> equality  How do Sikhs put their beliefs about equality into practice?	

## Suggested RE Long-term plan for Community schools: UKS2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Big Question 5– Where do people look for answers to life and living?</b>			<b>Big Question 6 – Are some things more sacred than others?</b>			<b>YEAR 5 OR A</b>
<b>Christian</b> salvation, Gospel  Why is the gospel such good news for Christians?	<b>Muslim</b> devotion, revelation  What does the Qur'an reveal about Allah and his guidance?	<b>Hindu</b> moksha  What spiritual pathways to Moksha are written about in Hindu scriptures?	<b>Jewish</b> Kedusha (Holiness)  What is holiness for Jewish people: a place, a time, an object or something else?	<b>Christian</b> salvation, Eucharist  What is the great significance of the Eucharist for Christians?	<b>Buddhist</b> enlightenment  How did Buddha teach his followers to find enlightenment?	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Big Question 7 – Why are there so many different ideas about God?</b>			<b>Big Question 8 - What are the best ways to think about death and dying?</b>			<b>YEAR 6 OR B</b>
<b>Christian</b> incarnation  How do Christians show their belief that Jesus is God incarnate?	<b>Muslim</b> tawhid  How does tawhid create a sense of belonging to the Muslim community?	<b>Hindu</b> Brahman  How do questions about Brahman and atman influence the way a Hindu lives?	<b>Buddhist</b> refuge  How does the Triple Refuge help Buddhists in their journey through life?	<b>Christian</b> salvation, resurrection  Should believing in the resurrection change how Christians view life and death?	<b>Humanist</b> happiness  Why do Humanists say happiness is the goal of life?	

## Suggested RE Long-term plan for Church schools: LKS2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Big Question 1 – Do beliefs make any difference to someone’s life?</b>			<b>Big Question 2 - What beliefs drive people to make a difference in the world?</b>			<b>YEAR 3 OR A</b>
<b>Christian</b> salvation, reconciliation  How do Christians show that reconciliation with God and others is important?	<b>Muslim</b> devotion, submission  How does a Muslim show their submission and obedience to Allah?	<b>Hindu</b> karma  Why do Hindus want to collect good karma?	<b>Christian</b> incarnation, kingdom of God  What do Christians mean when they talk about the Kingdom of God?	<b>Humanist</b> morality  Why do Humanists use the golden rule as a basis for morality?	<b>Christian</b> sacrifice  Is the cross a symbol of love, sacrifice or commitment for Christians?	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Big Question 3 - What makes some people an inspiration to others?</b>			<b>Big Question 4 - What beliefs bind a community together?</b>			<b>YEAR 4 OR B</b>
<b>Christian</b> salvation  How does believing Jesus is their saviour inspire Christians to save and serve others?	<b>Muslim</b> prophet  Why do Muslims call Muhammad the ‘seal of the prophets’?	<b>Hindu</b> dharma  How does the story of Rama and Sita inspire Hindus to follow their dharma?	<b>Christian</b> body of Christ  Why do Christians call themselves the ‘body of Christ’?	<b>Christian</b> mission  Why do Christians believe they are people on a mission?	<b>Sikh</b> equality  How do Sikhs put their beliefs about equality into practice?	

## Suggested RE Long-term plan for Church schools: UKS2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Big Question 5– Where do people look for answers to life and living?</b>			<b>Big Question 6 – Are some things more sacred than others?</b>			<b>YEAR 5 OR A</b>
<b>Christian</b> salvation, Gospel  Why is the gospel such good news for Christians?	<b>Muslim</b> devotion, revelation  What does the Qur'an reveal about Allah and his guidance?	<b>Hindu</b> moksha  What spiritual pathways to Moksha are written about in Hindu scriptures?	<b>Christian</b> pilgrim  Why do Christians think being a pilgrim is a good analogy for life itself?	<b>Christian</b> salvation, Eucharist  What is the great significance of the Eucharist for Christians?	<b>Buddhist</b> enlightenment  How did Buddha teach his followers to find enlightenment?	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Big Question 7 – Why are there so many different ideas about God?</b>			<b>Big Question 8 - What are the best ways to think about death and dying?</b>			<b>YEAR 6 OR B</b>
<b>Christian</b> incarnation  How do Christians show their belief that Jesus is God incarnate?	<b>Muslim</b> tawhid  How does tawhid create a sense of belonging to the Muslim community?	<b>Hindu</b> Brahman  How do questions about Brahman and atman influence the way a Hindu lives?	<b>Christian</b> Faith  How do the 'Heroes of faith' encourage Christians today?	<b>Christian</b> salvation, resurrection  Should believing in the resurrection change how Christians view life and death?	<b>Humanist</b> happiness  Why do Humanists say happiness is the goal of life?	