



At Sutton Primary School we use the Emmanuel Project Scheme of Work for RE. We have adapted this to the needs of our own school. Below is our long term plan for each age group. It is a rolling two-year programme and we are currently in year B (academic year 2021-2022).

**The Emmanuel Project – Long Term Plan for Reception**

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
Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...
<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>



The Emmanuel Project Scheme of Work for Key Stage 1 RE – Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year A
<b>Belonging</b> <i>Where and how people belong and why belonging is important</i>		<b>Stories and Books</b> <i>How and why some stories and books are sacred and important</i>	<b>Prayer and Worship</b> <i>How and why some people pray and what happens in a place of worship</i>	<b>Celebrations</b> <i>What celebrations are important in religion and why</i>	<b>Prayer and Worship</b> <i>How and why some people pray and what happens in a place of worship</i>	
<b>Christianity</b> Baptism / church <b>Why is belonging to God and the church family important to Christians?</b>	<b>Judaism</b> Mitzvot / tzedakah <b>Why is learning to do good deeds so important to Jewish people?</b>	<b>Christianity</b> Parables / gospel <b>What did Jesus teach about God in his parables?</b>	<b>Christianity</b> Prayer / worship <b>Why do Christians pray to God and worship him?</b>	<b>Christianity</b> Emmanuel / Holy Spirit <b>How does celebrating Pentecost remind Christians that God is always with them?</b>	<b>Judaism</b> Tefillah / blessings <b>Why do Jewish families say so many prayers and blessings?</b>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year B
<b>Believing</b> <i>What some families believe about God, the natural world, human beings, a significant figure</i>		<b>Believing - Islam</b>	<b>Symbols and Artefacts</b> <i>How symbols and artefacts are used to express religious meaning and why</i>	<b>Leaders and Teachers</b> <i>Figures who have an influence on others locally, nationally and globally in religion and why</i>		
<b>Judaism</b> Teshuvah / G-D <b>Why do Jewish families talk about repentance at New Year?</b>	<b>Christianity</b> Saviour / Jesus <b>Why was Jesus given the name 'saviour'?</b>	<b>Islam</b> Allah / mercy <b>How do some Muslims show Allah is compassionate and merciful?</b>	<b>Christianity</b> Resurrection / joy <b>What are the best symbols of Jesus' death and resurrection at Easter?</b>	<b>Christianity</b> Disciple / faith <b>Why do Christians trust Jesus and follow him?</b>	<b>Judaism</b> Torah / rabbi <b>Why is the Torah such a joy for the Jewish community?</b>	



The Emmanuel Project Scheme of Work for Lower Key Stage 2 RE – Long term plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year A
<b>Religion and the Individual</b> <i>What is expected of a believer following a religion and the impact of belief on people's lives</i>			<b>Symbols and Religious Expression</b> <i>How religious and spiritual ideas are expressed</i>	<b>Beliefs in Action in the World</b> <i>How religions respond to global issues</i>	Revisiting <b>Judaism</b> <b>Symbols and Religious Expression</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>Sikhism</b> <i>How does the teaching of the <u>gurus</u> move Sikhs from dark to light?</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	Year B
<b>Inspirational People</b> <i>Why some figures e.g. founders, leaders and teachers, inspire religious believers</i>			<b>Religion and the Individual – additional</b>	<b>Religion, Family and Community</b> <i>How religious families and communities practise their faith and the contributions this makes to local life</i>	Encountering <b>Sikhism</b> <b>Religion, Family and Community</b>	
<b>Christianity</b> <i>How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others?</i>	<b>Islam</b> <i>Why do Muslims call Muhammad the 'seal of the <u>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>Symbolism</b> The importance of symbolism in different faiths <i>(Includes Christianity: Is the cross a symbol of love, <u>sacrifice</u> or commitment for Christians?)</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>	



The Emmanuel Project Scheme of Work for Upper Key Stage 2 RE – Long term plan

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>			<b>Teachings and Authority - additional</b> <i>What sacred texts and other sources say about God, the world and human life</i>	<b>Worship, Pilgrimage and Sacred Places</b> <i>Where, how and why people worship, inc. importance of particular religious sites</i>	Encountering	Year A
<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 Hindu scriptures?</i>	<b>Buddhism</b> <i>How did Buddha teach his followers to find <u>enlightenment</u>?</i>	<b>Christianity</b> <i>What is the significance of the <u>Eucharist</u> for Christians?</i>	<b>Christianity and humanism</b> <i>Creation and Science - conflicting or complementary?</i>	
Autumn 1	Autumn 2	Spring 1		Summer 1	Summer 2	Year B
<b>Beliefs and Questions</b> <i>What key beliefs people hold about God, the world and humans</i>			<b>Beliefs and questions – additional</b>	<b>Journey of Life and Death</b> <i>Why some occasions are sacred to believers and what people think about life about death</i>	Encountering <b>Humanism</b> <b>Journey of Life and Death</b>	
<b>Christianity</b> <i>How do Christians show their belief that Jesus is God <u>incarnate</u>?</i>	<b>Buddhism</b> <i>How does the Triple Refuge help Buddhists in their journey through life?</i>	<b>Hinduism</b> <i>How do questions about <u>Brahman</u> and <u>atman</u> influence the way a Hindu lives?</i>	<b>Christianity</b> <i>How do Christians try to capture the mystery of God as <u>Trinity</u>?</i>	<b>Christianity</b> <i>Should believing in the <u>resurrection</u> change how Christians view life and death?</i> <b>Humanism</b> <i>Is there life after death?</i>	<b>Humanism</b> <i>Why do Humanists say <u>happiness</u> is the goal of life?</i>	