

The Emmanuel Project Scheme of Work Progression

To note:

Due to mixed-age classes in Key Stage 1 and Upper Key Stage 2, these classes are following a cycle. Key Stage 1 are following Cycle A and Year 5 are following Cycle A and Year 6 are following Cycle B to ensure coverage based on prior learning. This is due to the unique structure of the school with class structures which change yearly due to cohort numbers.

| Title of unit | Vocabulary | Key outcome | Substantive knowledge | | |
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| | | | Explore 1 | Explore 2 | Explore 3 |
| | | | Theology – I am a theologian because I understand where beliefs come from and how they relate to each other. I study religious texts and stories. | Human and social sciences (community) – I am a social scientist because I explore the diverse ways in which people come together to practise their beliefs as part of a community. | Human and social sciences (individual) – I am a social scientist because I study the outworking of faith at an individual level including how beliefs influence important decision making and philosophical perspectives. |
| EYFS | | | | | |
| Why is the word 'God' so important to Christians? | VIP, treasure, God, harvest, celebration, | Christians believe God is a VIP. | Explore the creation story. | Explore harvest at church. | Explore God's name being precious to Christians. |
| Why do Christians perform nativity plays at Christmas? | Nativity, crib, costume, | Christians believe that Jesus was a very special baby. | Explore the nativity story. | Explore Christmas at church. | Explore the giving of presents at Christmas. |
| How can we help others when they need it? | Hero, prayer, cathedral, Lent | Christians believe we should help others just like Jesus did. | Explore the Good Samaritan Bible story. | Explore how Christians pray. | Explore what Christians do during Lent. |
| Why do Christians put a cross in an Easter garden? | Cross, symbol, Easter, Palm Sunday, vicar, | Christians believe Jesus died on a cross but that he came back to life. | Explore the Easter story. | Explore what happens at church at Easter. | Explore Easter gardens. |

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| What makes every single person unique and precious? | Precious, special, unique, thanksgiving | Christians believe all humans were created by God and are loved by him. | Explore what happens in the story of Jesus welcoming the children. | Explore a thanksgiving service for a baby. | Explore the Golden Rule. |
| How can we care for our wonderful world? | Caretaker, service, environment | Christians believe God created the world and it is our job to look after it. | Explore the Bible story of Adam naming the animals. | Explore a Sunday church service. | Explore how a Christian looks after their environment. |
| Key Stage 1 – Cycle A | | | | | |
| Why is <u>belonging</u> to God and the church family important to Christians? | Baptism, Christening, Christian. | Christians believe baptism welcomes a person into God's family. | Recall a church song that makes everyone feel welcome. | Remember some of the events which happen at a baby's baptism. | Recall some of the ways Christians help each other. |
| Why is learning to do <u>good deeds</u> so important to Jewish people? | Jewish, Mitzvah, Tikkun Olan, Tzedakah box | Jewish people believe God's mitzvot are ways to help mend the world and make it better. | Know that Jewish stories contain examples of Good deeds. | Know that Jewish people welcome babies into their community. | Know that Jewish people care for their world. |
| What did Jesus teach about God in his <u>parables</u>? | Parable, Bible | Parables are special stories which teach what God is like. That he is loving and forgiving. | Remember the parable of the Lost sheep and begin to explain what it means to Christians. | Recall some of the ways parables are shared e.g. stained-glass windows | Recall how parables are passed on to others. |
| How does a Hindu celebrate <u>devotion</u> to a deity at the festival of Holi? | Deity, Hindu, Holi, Vishnu, Prahlad, Krishna, Shrine | Holi is an important festival where many Hindus show their love for God. | Retell the story of Radha and Krishna. | Describe how Holi is celebrated such as throwing colours | Know Hindus worship at a shrine. |
| Why do Christians <u>pray</u> to God and worship him? | Prayer, Lord's Prayer, worship | Christians pray to and worship God because they believe he is great. | Recall that Jesus taught people how to pray in a special prayer called The Lord's Prayer. | Know Christians worship God by singing. | Know Christians pray together at church. |
| Why do Jewish families say so many prayers and <u>blessings</u>? | Sukkah, Shabbat, Kippah, synagogue, Tallit, Havdalah, ceremony | Jewish people give thanks to God and learn about the importance of rest | Say at the end of the creation story God rested. | Know that Jewish families have a day of rest every week. | Describe what some Jewish people wear when they pray. |

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| | | through listening to the creation story. | | | |
| Key Stage 1 – Cycle B | | | | | |
| Why do Jewish families talk about <u>repentance</u> at New Year? | Yom Kippur, Rosh Hashanah, Shofar | Saying sorry is important to Jewish people. God wants people to learn from their mistakes. | Retell the story of Jonah and begin to talk about its possible meanings. | Describe that for Jewish people new year is about saying sorry and making changes. | Describe what happens in a synagogue at Yom Kippur. |
| Why was Jesus given the name '<u>saviour</u>'? | Advent, annunciation | Christians believe Jesus came to earth to help and save others. | Recognise that the meaning of Jesus' name was Saviour and retell parts of the Easter story. | Remember the importance of advent. | Know Christians like to help others e.g. Helping the homeless |
| How do some Muslims show <u>Allah</u> is compassionate and merciful? | Allah, Muslim, prophet, Islam, Qur'an, Muhammad | Because Muslims believe Allah is a God of compassion they show compassion to others. | Tell a story about Muhammad and say what it teaches a Muslim about compassion. | Use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan. | Recall how Muslims prepare for and celebrate Eid-ul-Fitr. |
| What are the best symbols of Jesus' death & <u>resurrection</u> at Easter? | Resurrection, Good Friday, Good Sunday, celebration | Christians believe that Jesus is alive today. | Retell the Easter story. | Recognise things a Christian is doing at an Easter service at church. | Understand Easter eggs as a symbol for remembering Jesus |
| Why do Christians <u>trust</u> Jesus and follow him? | Trust, creed | Christians follow Jesus by trying to copy how he lived. | Explore the story of Jesus and Zacchaeus. | Know people follow Jesus because of the stories told about him in the Bible. | Explore why a Christian follows Jesus by asking suitable questions. |
| Why is the <u>Torah</u> such a joy for the Jewish community? | Simchat Torah, Bimah, synagogue, mezuzah, Moses, Holy Ark, Hebrew | The Torah is a special and important book for Jews. They believe it was given to them by God. | Know that the Torah is the most important book for Jewish people given by God. | Know the Torah contains rules. | Remember that a mezuzah contains important words for Jewish people (the Shema) |
| Year 3 | | | | | |
| How do Christians show that <u>reconciliation</u> with God and others is important? | Parable, reconciliation, Desmond Tutu | Christians believe God wants them to be peacemakers based on the example of Jesus. | Tell the story of the prodigal son and explain what it means to a Christian. | Explain the role of confession for some Christians around the world. | Understanding the Christian call to be a peacemaker e.g. Desmond Tutu. |

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| How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah? | Bismallah, Salat, Adhan, Muezzin, mu'adhin | Muslims submit to Allah because of his greatness. He is to be obeyed at all times. | Describe what a Muslim might learn from the story of Bilal and the first call to prayer. | Knowing how Muslims get ready to pray. | Understand how saying the Bismillah reminds Muslims that Allah is involved in everything. |
| Why do Hindus want to collect good <u>karma</u>? | Karma, moksha, samsara, reincarnation, soul | Hindus take responsibility for gathering good karma and living the right way. | Describe what Hindus might learn from one of the stories of the Panchatantra about living the right way. | Explain that Hindus are encouraged to perform acts of selfless kindness. | Describe what happens at the Upanayana or 'Sacred Thread Ceremony'. |
| What do Christians mean when they talk about the <u>Kingdom of God</u>? | The Lord's Prayer, parable | Christians believe Jesus is their King and want to follow his way of life. | Explain that Jesus is the King of God's Kingdom and describe what this Kingdom might look like. | Describe what The Lord's Prayer teaches about the Kingdom of God. | Describe why charity work is important to Christians as a way of growing God's kingdom. |
| Why do Humanists use the golden rule as a basis for <u>morality</u>? | Morality, morals, humanist, reason, empathy, conscience | Humanists believe morality does not come from God. We all have to decide what is right and wrong based on reason, empathy and consequences. | Explain how a humanist uses stories to help us to think about how to treat others and develop empathy. | Describe what humanists mean when they talk about 'good without God'. | Describe how humanist thinking and the golden rule impacts education at a humanist school. |
| How does the teaching of the <u>gurus</u> move Sikhs from dark to light? | Guru, Guru Nanak, Guru Granth Sahib, Waheguru | Sikhs believe the divine light of God is passed from one Guru to the next. | Describe what Sikhs might learn from the story of Nanak's disappearance in the river. | Describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated. | Understand how a Sikh will listen to the true Guru through chanting and meditating. |
| Year 4 | | | | | |
| How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others? | William Booth, Salvation Army, sin | Christians believe Jesus is the saviour of the world who rescues us from sin. | Use a Bible to find chapter and verse where Jesus helps, saves or heals. | Give examples of different worship songs and what they celebrate about God | Explore the Salvation Army |

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| | | | | and Jesus as Saviour of the world. | |
| Why do Muslims call Muhammad the 'seal of the <u>prophets</u>'? | Prophet, shahadah, mosque, seal, calligraphy, Arabic, divine | Muslims believe Muhammad is the messenger of God and the last prophet. | Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life. | Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design. | Describe ways some Muslims celebrate Muhammad's birthday. |
| How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>? | Dharma, Raksha Bandhan, murti, Diwali, divas | Hindus celebrate Rama and Sita's commitment to duty. | Describe what a Hindu might learn from the story of Rama and Sita. | Describe some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali. | Describe what happens at a Hindu wedding. |
| What symbols and stories help Jewish people remember their <u>covenant</u> with God? | Exodus, Passover, Sedar, Shavuot, Omer | Jewish people believe they have a covenant with God. | Understand the Exodus story. | Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations. | Explain what happens at Shavuot. |
| Why do Christians believe they are people on a <u>mission</u>? | Great Commission, Pentecost, Marks of Mission | Jesus gave all Christians the task of spreading his message around the world. The Holy Spirit gives strength for this work. | Explain what the Great commission is and how the Holy Spirit strengthens Christians. | Describe how Pentecost is celebrated and acknowledged in church. | Recall the 5 marks of mission of the Anglican church. |
| How do Sikhs put their beliefs about <u>equality</u> into practice? | Sikh, Kaur, langar, Patka, Gurdwara | Sikhs believe everyone is equal because God is present in everyone. | Describe what Sikhs might learn about God or how to live from the story of Guru Amar Das and the Emperor. | Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality. | Explain and describe the practice of the langar. |

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| Why is the <u>gospel</u> such good news for Christians? | Lectern, Herod, authority, Matthew, Mark, Luke, John, Gospel, account, pulpit | The gospel is good news for Christians because it contains the teachings and stories of Jesus. | Articulate teachings from the Gospels and explain how these are good news for Christians. | Describe and compare what may happen in a church when the Gospels are read. | Explore how Jesus' teaching affect Christians in their daily lives and why the words hold authority for them. |
| What does the Qur'an <u>reveal</u> about Allah and his guidance? | Revelation, Hira, Gabirel, recite, Hafiz, Madrassah | For Muslims, the greatest revelation has comes from Allah to the Prophet Muhammad and is recorded in the Qur'an. | Retell the story of how the Qur'an was revealed to Muhammad. | Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others. | Explain how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means. |
| What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures? | Krishna, yoga, moksha, Bhakti, Gita, Janmashtami | Hindus believe in different pathways to become united with God. | Understand that some Hindus read from the Gita every day for guidance, comfort and advice. | Express the importance role of devotion or those who follow the Bhakti pathway. | Give examples of how Hindus express beliefs and feelings about Krishna. |
| What is <u>holiness</u> for Jewish people: a place, a time, an object or something else? | Ner Tamid, shabbat, Bar Mitzvah, Bat Mitzvah | Within Judaism, Holiness is a synonym for God himself. He is set apart and different from. | Explain what the burning bush story in Exodus teaches about holiness. | Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending. | Give examples of what the Torah says about living a holy life. |
| What is the great significance of the <u>Eucharist</u> for Christians? | Passover, Eucharist, Holy Communion, thanksgiving | The Eucharist is a reminder of Jesus' life and sacrifice and God's love and forgiveness. Giving thanks to God is a Christian duty. | Understand and compare the different Gospel writers accounts of the Last Supper. | Explain what the Holy communion service means to Christians. | Explore Christian belief in the importance of giving thanks. |
| How did Buddha teach his followers to find <u>enlightenment</u>? | Buddha, enlightenment, eightfold path, Dharma wheel, four | Buddhists believe people have the ability to become enlightened like the Buddha if they follow his teachings. | Retell the story of Buddha's enlightenment. | Describe the Eightfold Path as techniques for overcoming suffering. | Describe the use and importance of stillness and meditation |

| | noble truths, meditation | | | | |
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| Upper Key Stage 2 – Cycle B | | | | | |
| How do Christians show their belief that Jesus is God incarnate? | Divine, incarnate, Emmanuel, ichthus, -humanity, identify, Anglican, creed, christingle | Christians believe Jesus was God incarnate - both human and divine, the second person of the Holy Trinity | Explore the Biblical origin of Christian belief in Jesus as God. | Explain how Jesus' divinity is recognised in different ways including in buildings, doctrines and creed. | Explore how the Children's Society 'incarnate' the love of Jesus. |
| How does <u>tawhid</u> create a sense of belonging to the Muslim community? | Kaaba, Ummah, Hajj, Tawhid | Muslims believe in the one-ness of Allah and the one-ness of the Muslim community. | Explain how the Kaaba or 'cube' reminds Muslims that there is only one God. | Explain how the practice of each pillar makes a Muslim feel they belong to the 'ummah.' | Describe the impact of Hajj on a Muslim. |
| How do questions about <u>Brahman</u> and <u>atman</u> influence the way a Hindu lives? | Brahman, Atman, Namaste, deities, Ahimsa | Hindus believe all living things contain a 'spark' of Brahman, which in humans is known as the 'atman'. | Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts. | Explain the different ways Hindus explain their ideas of God | Describe how belief in Brahman affects a Hindu's diet and their attitude to animals. |
| How does the Triple <u>Refuge</u> help Buddhists in their journey through life? | Buddha, Dharma, Sangha, Triple Gem, five moral precepts, Wesak, laity, monastic | Buddhists believe that the Buddha, his teachings and the Buddhist community are a refuge and guide for release from suffering. | Show how Buddhists express their belief that the Buddha is a refuge and guide by referring to the story of Angulimala. | Explain how the Buddha's teachings (dharma) help Buddhists journey along the path. | Explain how members of the Sangha support each other at the festival of Wesak. |
| Should believing in the <u>resurrection</u> change how Christians view life and death? | Resurrection, creed, hallelujah, collect, euphemisms. | Christians believe in the resurrection and the afterlife. | Explore the witness to the resurrection accounts in the Gospel. | Understanding why Easter services are celebratory | Exploring Christian funerals and the belief in the afterlife. |
| Why do Humanists say <u>happiness</u> is the goal of life? | Humanist, agnostic, atheist, secularist, reason, rights, responsibilities, ceremonies, | Humanists believe every human has only one life to live and so people should try to make life happy and fulfilling for themselves and for everyone else. | Describe how Humanist advertising expresses their beliefs. | Describe some practices involved at Humanist celebrations. | Explore how being a humanist affects someone's life and decision making. |

Progression of Skills:

| Year Group | Explore 1 Theology – I am a theologian because I understand where beliefs come from and how they relate to each other. I study religious texts and stories. | Explore 2 Human and social sciences (community) – I am a social scientist because I explore the diverse ways in which people come together to practise their beliefs as part of a community. | Explore 3 Human and social sciences (individual) – I am a social scientist because I study the outworking of faith at an individual level including how beliefs influence important decision making and philosophical perspectives. |
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| Year 1 | Remember a faith story and know who it is special to. | Recognise and talk about religious art, symbols and words. Use the right names for things that are special in a religion. | Talk about things they can learn in stories, including religious stories. |
| Year 2 | Tell a faith story and say why it might be important to a believer. | Say what some religious symbols stand for and what some religious art or music are about. Use the right names for things that people might do in a religion. | Talk about some things in stories, including religious stories, that make people ask questions. |
| Year 3 | Describe what a believer might learn from a religious story. | Use religious words to describe some of the different ways people show their beliefs. Talk about some things different religious people do that are similar. | Ask good ('big') questions about life and communicate some of their ideas for answers. |
| Year 4 | Describe what believers might learn from a religious story about God or life. | Describe some of the different ways people show their beliefs using | Ask important questions about life and compare ideas with those of other |

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| | | <p>religious words, symbols or art.</p> <p>Describe some similar things religious people do e.g. pray, but that they do it differently.</p> | <p>people, including religious believers.</p> |
| Year 5 | <p>Make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures.)</p> | <p>Explain how believers have expressed their religious beliefs (ideas, feelings, etc) in a range of styles and words, and suggest reasons for this.</p> <p>Describe some things religious people do as part of their faith that are the same and some that are different.</p> | <p>Ask questions about the meaning and purpose of life and suggest an answer of their own as well as one given by a member of a religious group.</p> |
| Year 6 | <p>Make links between the beliefs (teachings, sources, etc) of different religious groups and explain how they are connected to believer's lives.</p> | <p>Express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and explain what they are trying to convey.</p> <p>Describe and compare practises and experiences involved in belonging to different religious groups, using a wide religious vocabulary.</p> | <p>Compare a range of ideas about the meaning and purpose of life, including their own and those from religious, or non-religious, world views.</p> |