

The *Emmanuel* Project for EYFS using the Suffolk RE Syllabus 2023

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
BQ1 – What does the word 'God' mean?	BQ2 – Why are some people revered?	BQ3 – Is it always easy to help someone?	BQ4 – Does everyone need some help?	BQ5 – Is every one of us special?	BQ6 – What is really important to do?
<p>Christian</p> <p>Harvest/Creation</p> <p><i>Why is the word 'God' so important to Christians?</i></p>	<p>Christian</p> <p>Christmas/Incarnation</p> <p><i>Why do Christians perform nativity plays at Christmas?</i></p>	<p>Christian</p> <p>Lent/Salvation</p> <p><i>How can we help others when they need it?</i></p>	<p>Christian</p> <p>Easter/Salvation</p> <p><i>Why do Christians put a cross in an Easter garden?</i></p>	<p>Christian</p> <p>Pentecost/Incarnation</p> <p><i>What makes every single person unique and precious?</i></p>	<p>Christian</p> <p>Creation/Stewardship</p> <p><i>How can we care for our wonderful world?</i></p>
And encounter...	And encounter...	And encounter...	And encounter...	And encounter...	And encounter...
<p>Muslim</p> <p>Allah</p> <p><i>Why do Muslims want to whisper 'Allah' in a baby's ear?</i></p>	<p>Muslim</p> <p>Prophet</p> <p><i>Why did Prophet Muhammad rescue some ants?</i></p>	<p>Sikh</p> <p>Courage</p> <p><i>How did Guru Har Gobind rescue the 52 princes?</i></p>	<p>Buddhist</p> <p>Self sacrifice</p> <p><i>What do Buddhists learn from the Monkey King?</i></p>	<p>Hindu</p> <p>Ralksha Bandhan</p> <p><i>How do Hindu brothers and sisters show love?</i></p>	<p>Jewish</p> <p>Tu Bishvat</p> <p><i>Why do Jewish children help plant trees?</i></p>

The *Emmanuel* Project for KS1 using the Suffolk RE Syllabus 2023

KS1 Summary of changes from previous LTP –Parable unit moved from Y1 to Y2 summer 2. The Resurrection unit moved to Y1 spring 1 from Y2. However there is the option to keep the Pentecost unit in Y1 instead of the resurrection unit. Otherwise the Pentecost is to be removed. A unit on Hinduism is introduced.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YEAR 1 OR A
BQ1 - Is it important to belong?		BQ2 – Why do people celebrate?		BQ3 – Should everyone learn to pray?		
Christian church <i>Why is belonging to God and the church family important to Christians?</i>	Jewish mitzvot <i>Why is learning to do good deeds so important to Jewish people?</i>	Christian Resurrection <i>What are the best symbols of Jesus' death & resurrection at Easter?</i>	Hindu devotion <i>How does a Hindu celebrate devotion to a deity at the festival of Holi?</i>	Jewish tefillah <i>Why do Jewish families say so many prayers and blessings?</i>	Christian worship <i>Why do Christians pray to God and worship him?</i>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YEAR 2 OR B
Big Question 4: What do people believe is important?		Big Question 5: Who is it right to follow?		Big Question 6: Can books and stories be good teachers?		
Jewish teshuvah <i>Why do Jewish families talk about repentance at New Year?</i>	Christian saviour <i>Why was Jesus given the name 'saviour'?</i>	Muslim compassion <i>How do some Muslims show Allah is compassionate and merciful?</i>	Christian trust <i>Why do Christians trust Jesus and follow him?</i>	Jewish Torah <i>Why is the Torah such a joy for the Jewish community?</i>	Christian parable <i>What did Jesus teach about God in his parables?</i>	

The Emmanuel Project for LKS2 using the Suffolk RE Syllabus 2023

KS2 Summary of changes from previous LTP – New humanist unit in Y3. Sikh guru unit moved from Y4 to Y3. Jewish covenant unit moved from Y3 to Y4.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
BQ1 – Do beliefs make any difference to someone’s life?			BQ2 - What beliefs drive people to make a difference in the world?			YEAR 3 OR A
Christian <i>How do Christians show that <u>reconciliation</u> with God and others is important?</i>	Muslim <i>How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?</i>	Hindu <i>Why do Hindus want to collect good <u>karma</u>?</i>	Christian <i>What do Christians mean when they talk about the <u>Kingdom of God</u>?</i>	Humanist <i>Why do Humanists use the golden rule as a basis for <u>morality</u>?</i>	Sikh <i>How does the teaching of the <u>gurus</u> move Sikhs from dark to light?</i>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
BQ3 - What makes some people an inspiration to others?			BQ4 - What beliefs bind a community together?			YEAR 4 OR B
Christian <i>How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others?</i>	Muslim <i>Why do Muslims call Muhammad the 'seal of the <u>prophets</u>'?</i>	Hindu <i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i>	Jewish <i>What symbols and stories help Jewish people remember their <u>covenant</u> with God?</i>	Christian <i>Why do Christians believe they are people on a <u>mission</u>?</i>	Sikh <i>How do Sikhs put their beliefs about <u>equality</u> into practice?</i>	

The *Emmanuel* Project for UKS2 using the Suffolk RE Syllabus 2023

No changes.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
BQ5– Where do people look for answers to life and living?			BQ6 – Are some things more sacred than others?			YEAR 5 OR A
Christian <i>Why is the <u>gospel</u> such good news for Christians?</i>	Muslim <i>What does the Qur'an <u>reveal</u> about Allah and his guidance?</i>	Hindu <i>What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?</i>	Jewish <i>What is <u>holiness</u> for Jewish people: a place, a time, an object or something else?</i>	Christian <i>What is the great significance of the <u>Eucharist</u> for Christians?</i>	Buddhist <i>How did Buddha teach his followers to find <u>enlightenment</u>?</i>	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
BQ7 – Why are there so many different ideas about God?			BQ8 - What are the best ways to think about death and dying?			YEAR 6 OR B
Christian <i>How do Christians show their belief that Jesus is God <u>incarnate</u>?</i>	Muslim <i>How does <u>tawhid</u> create a sense of belonging to the Muslim community?</i>	Hindu <i>How do questions about <u>Brahman</u> and <u>atman</u> influence the way a Hindu lives?</i>	Buddhist <i>How does the Triple <u>Refuge</u> help Buddhists in their journey through life?</i>	Christian <i>Should believing in the <u>resurrection</u> change how Christians view life and death?</i>	Humanist <i>Why do Humanists say <u>happiness</u> is the goal of life?</i>	