









A Place to Flourish
"I have come that they may have life, and have it to the full" (John 10:10)

Our RE Curriculum







Table Key:

Year Group	The key questions and symbols for each unit in that year group. Information on the unit's position in a child's journey through that religion (e.g. 5/20 is the fifth of 20 Christianity units).
Key Vocabulary	A list of new vocabulary introduced in the unit, with links to previous units where the vocabulary has been used.
Global Citizenship Education Links	Whilst all Emmanuel Units offer opportunities to think about each religion in a world context, this section highlights the explicit tasks and activities the children will do to explore this area in more detail.
Values	All Emmanuel Units explore each religion sensitively and respectfully and the children learn what it's like to be part of each religious family. This section also highlights where the three Blundeston Values of 'Flourish, Respect and Family' are explored more explicitly.







Year	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?	BQ6 - What is really important to do?	BQ5 - Is every one of us special?
Early Years	 <p>Christianity Why is the word 'God' so important to Christians? <i>*First Christianity Unit*</i></p>	 <p>Christianity Why do Christians perform nativity plays at Christmas?</p>	 <p>Christianity How can we help others when they need it?</p>	 <p>Christianity Why do Christians put a cross in an Easter garden?</p>	 <p>Christianity How can we care for our wonderful world?</p>	 <p>Christianity What makes every single person unique and precious?</p>
	1/20	2/20	3/20	4/20	5/20	6/20
Key Vocabulary	Tom & Tessa special Christian God	Jesus follower Mary Bethlehem	help save/saviour/salvation rescue Samaritan	cross Easter Palm Sunday hot cross buns	wonderful care Earth precious	unique thankfulness

	church treasure VIP bible creator/create/creation harvest pray Lord Lord's Prayer	shepherd Christmas Nativity angel king innkeeper stable	Lent	forgiveness	Adam & Eve environment	
Global Citizenship Education Links		<p>The children look at carol sheets from a local church – many use copies from Embrace, a charity which raises money to help children in the place where Jesus was born.</p> <p>Global Citizenship Education links: Pupils have age-appropriate opportunities within the curriculum to begin exploring similarities and differences between their lives and the lives of people in various communities around the world. Pupils have age-appropriate opportunities within the curriculum to begin identifying some ways in which their lives are connected with the lives of people in places across the globe.</p>			<p>The children can explore Umuganda (working together to help the world). Animal Welfare Sunday/Pet Service Anglian Society for the Welfare of Animals.</p> <p>Global Citizenship Education link: Pupils have age-appropriate opportunities within the curriculum to begin exploring similarities and differences between their lives and the lives of people in various communities around the world.</p>	<p>The children explore the work of The Children's Society.</p> <p>Global Citizenship Education links: Pupils have age-appropriate opportunities within the curriculum to begin encountering relevant voices and stories that aid understanding of global poverty and climate injustice. All pupils have age-appropriate opportunities to learn the importance of considering, valuing and treating all people with dignity and respect.</p>







		Pupils have age-appropriate opportunities within the curriculum to begin identifying some key Christian teachings which inspire Christians to tackle poverty and injustice.				
Links to our Christian Values	Respect & Family - the children learn about Harvest being a time to celebrate God's goodness and helping others.	Flourish - the children explore the idea of God loving everyone and everyone being special.	Flourish - the children explore worries and how to cope with them. Family - Pancake Day!	Family - the children explore forgiveness.	Respect - the children explore caring for the environment.	Family - the ceremony of 'Thanksgiving' thanks God for a new baby. Flourish - the children learnt that they are unique and special.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	BQ1 - Is it important to belong?		BQ2 - Why do people celebrate?		BQ3 - Should everyone learn to pray?	
1	 <p>Christianity Why is belonging to God and the church family important to Christians?</p>	 <p>Judaism Why is learning to do good deeds so important to Jewish people? <i>*First Judaism Unit*</i></p>	 <p>Christianity How does celebrating Pentecost remind Christians that God is with them always?</p>	 <p>Hinduism How does a Hindu celebrate devotion to a deity at the festival of Holi? <i>*First Hinduism Unit*</i></p>	 <p>Judaism Why do Jewish families say so many prayers and blessings?</p>	 <p>Christianity Why do Christians pray to God and worship him?</p>
	7/20	1/6	8/20	1/5	2/6	9/20
Key Vocabulary	<p>Early Years: welcome God Christian Year 1: belonging Christening Baptism</p>	<p>mitzvah tzedakah box Shabbat synagogue (Unit mentions Norwich Synagogue)</p>	<p>Pentecost disciples Jesus ascending to heaven Holy Spirit</p>	<p>Hindu/Hinduism devotion deity Holi mandir Brahman Vishnu Brahma Shiva Trimurti shrine diva</p>	<p>Sukkah Shabbat Torah scroll</p>	<p>Early Years: pray Year 1: worship feast followers</p>
Global Citizenship Education Links	<p>The children think about the idea of Christians around the world (including children at our school) being baptised.</p> <p>Global Citizenship Education links:</p>	<p>The children explore the idea of Mitzvah (good deed) - one of which is to care for the world around them.</p> <p>Global Citizenship Education link:</p>				<p>Children learn about the idea that Christians and children who attend Church of England schools across the world say 'The Lord's Prayer'.</p>



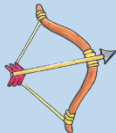



	<p>Pupils have age-appropriate opportunities within the curriculum to begin exploring similarities and differences between their lives and the lives of people in various communities around the world.</p> <p>Pupils have age-appropriate opportunities within the curriculum to begin identifying some ways in which their lives are connected with the lives of people in places across the globe.</p> <p>All pupils have age-appropriate opportunities to learn the importance of considering, valuing and treating all people with dignity and respect.</p>	<p>All pupils have age-appropriate opportunities to reflect on issues of global poverty and climate justice on a few occasions during the academic year.</p>				<p>Global Citizenship Education links:</p> <p>Pupils have age-appropriate opportunities within the curriculum to begin exploring similarities and differences between their lives and the lives of people in various communities around the world.</p> <p>Pupils have age-appropriate opportunities within the curriculum to begin identifying some ways in which their lives are connected with the lives of people in places across the globe.</p>
Links to our Christian Values	<p>Family - the children explore the idea of belonging to the Christian 'family',</p>	<p>Family - being welcomed into the Jewish 'family'. Respect - Tikkun Olam - the idea of the Jewish community being responsible for the welfare of society at large. Respect - it's a Jewish Mitzvah to care for the world.</p>	<p>Flourish - the children look at hidden meanings within stories, which help the children understand the 'Golden Rules' of life</p>	<p>Family - the children explore how Hindus celebrate Holi with their families.</p>	<p>Family - tackles the idea of loss and loneliness and having friends.</p>	<p>Family – Shabbat - the day God gave Jewish people to remember Him, rest and be together.</p>

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	BQ4 - What do people believe is important?		BQ5 - Who is it right to follow?		BQ6 - Can books and stories be good teachers?	
2	 <p>Judasim Why do Jewish families talk about repentance at New Year?</p>	 <p>Christianity Why was Jesus given the name 'saviour'?</p>	 <p>Islam How do some Muslims show Allah is compassionate and merciful?</p> <p><i>*First Islam Unit*</i></p>	 <p>Christianity Why do Christians trust Jesus and follow him?</p>	 <p>Judaism Why is the Torah such a joy for the Jewish community?</p>	 <p>Christianity What did Jesus teach about God in his parables?</p>
	3/6	10/20	1/5	11/20	4/6	12/20
Key Vocabulary	<p>sorry repentance deed Rosh Hashanah obedience forgiveness Teshuva shofar Yom Kippur <u>Jonah and the Whale</u></p>	<p>From Early Years: help/save/rescue saviour Year 2: servant Annunciation advent Posada <u>Zacchaeus</u></p>	<p>compassion Quran mercy Allah Bismillah Muslim Islam creator life-giver <u>Muhammad</u> messenger prophet Hadith fasting Ramadan Eid-ul-Fitr</p>	<p>From Early Years: follow Year 2: faith leader trust disciple apostle</p>	<p>Year 1: Sukkah Shabbat Torah scroll Year 2: joy rejoice Rabbi Simchat Torah scroll <u>Moses</u> synagogue Bimah Ten Commandments Ark Mezuzah</p>	<p>parable Trinity Why Jesus told parables Bible</p>
Global Citizenship Education Links		The children learn that many Christians spend time at Christmas				The children will hear 'You are the Shepherd' by the African Children's Choir.

		<p>'saving' or 'helping' others.</p> <p>Global Citizenship Education links: Pupils have age-appropriate opportunities within the curriculum to begin exploring 'big questions' about suffering, inequality and justice. Pupils have age-appropriate opportunities within the curriculum to begin discussing concepts and issues of global poverty and climate justice. Pupils have age-appropriate opportunities within the curriculum to begin identifying some key Christian teachings which inspire Christians to tackle poverty and injustice.</p>				<p>Global Citizenship Education links: Pupils have age-appropriate opportunities within the curriculum to begin exploring similarities and differences between their lives and the lives of people in various communities around the world. Pupils have age-appropriate opportunities within the curriculum to begin identifying some ways in which their lives are connected with the lives of people in places across the globe.</p>
<p>Links to our Christian Values</p>	<p>Respect - the children learn about forgiveness. Family - the children explore the family celebration of Rosh Hashana.</p>	<p>Family - the children explore the holy family. Family - the children explore the family celebration of Christmas. Respect & Family - the children learn that many Christians help or save others at Christmas.</p>	<p>Respect - the children learn about all living things. Family - the children learn about how families celebrate Ramadan.</p>	<p>Flourish - the children explore the idea of trust and that Jesus forgave people's sins.</p>	<p>Flourish - the children learn what it means to be part of a community</p>	<p>Family - the children explore God as the Father of Christians.</p>







Year	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?		
3	 <p>Christianity How do Christians show that reconciliation with God and other people is important?</p>	 <p>Islam How does a Muslim show their submission and obedience to Allah?</p>	 <p>Hinduism Why does a Hindu want to collect good karma?</p>	 <p>Christianity What do Christians mean when they talk about the Kingdom of God?</p>	 <p>Humanist Why do Humanists use the golden rule as a basis for morality?</p>	 <p>Sikhism How does the teaching of the gurus move Sikhs from dark to light?</p> <p><i>*First Sikhism Unit*</i></p>
	13/20	2/5	2/5	14/20	1/2	1/2
Key Vocabulary	<p>Early Years: forgiveness Year 3: reconciliation, peacemaker <i>The Prodigal Son</i></p>	<p>Year 2: Qu'ran, Allah, Muslim, Islam, <u>Muhammad</u> Year 3: submission, obedience, Adhan, Muezzin, <u>Bila!</u>, Rak'ah (5 positions of prayer)</p>	<p>Hinduism, Hindu, karma, responsibility, reincarnation, samsara, moksha, Panchatantra stories, selfless kindness, SEWA Day, Mahatma Ghandi, Upanayan Ceremony</p>	kingdom, Kingdom of God	Humanist, golden rule, morality, conscience, Worldview, theist, atheist, agnostic, empathy, consequence, fable	<p>Sikhism, Sihk, Guru, lightbulb moment, in the dark, see the light, <u>Guru Nanak</u>, ik onkar, label, Guru Granth Sahib, Gurdwara, Mool Mantar, Waheguru, Hukamnana</p>

<p>Global Citizenship Education Links</p>	<p>The children explore apartheid in South Africa and how Archbishop Tutu fought against it.</p> <p>Global Citizenship Education links: Pupils have age-appropriate opportunities within the curriculum to begin exploring 'big questions' about suffering, inequality and justice. Pupils have age-appropriate opportunities within the curriculum to begin identifying some key Christian teachings which inspire Christians to tackle poverty and injustice. All pupils have age-appropriate opportunities to learn the importance of considering, valuing and treating all people with dignity and respect.</p>		<p>SEWA Day - a day where thousands of people around the world perform acts of kindness with no reward.</p> <p>Global Citizenship Education links: Pupils have age-appropriate opportunities within the curriculum to begin exploring similarities and differences between their lives and the lives of people in various communities around the world. Pupils have age-appropriate opportunities within the curriculum to begin identifying some ways in which their lives are connected with the lives of people in places across the globe. All pupils have age-appropriate opportunities to learn the importance of considering, valuing and treating all people with dignity and respect.</p>	<p>The children investigate a Christian project with an international reach.</p> <p>Global Citizenship Education links: Pupils have age-appropriate opportunities within the curriculum to begin exploring similarities and differences between their lives and the lives of people in various communities around the world. Pupils have age-appropriate opportunities within the curriculum to begin identifying some ways in which their lives are connected with the lives of people in places across the globe.</p>	<p>The children explore The Uganda Humanist Schools Trust, looking at what a Humanist school in Uganda is like.</p> <p>Global Citizenship Education links: Pupils have age-appropriate opportunities within the curriculum to begin exploring similarities and differences between their lives and the lives of people in various communities around the world. Pupils have age-appropriate opportunities within the curriculum to begin identifying some ways in which their lives are connected with the lives of people in places across the globe.</p>	
<p>Links to our Christian Values</p>	<p>Flourish - the children learn about the importance of reconciliation.</p>	<p>Respect - the children learn about the respect Muslims show Allah.</p>	<p>Respect - the children learn about being kind to others, without wanting reward. Family - the children explore how families come together to perform SEWA. Flourish - the children explore ideas of being the best you can be.</p>	<p>Respect - the children learn about the saying 'Treat others as you would want them to treat you'. Family - the children reflect upon everyone belonging to the Kingdom of God.</p>	<p>Respect - the children are introduced to the idea of having a 'World View' which may not be a religion.</p>	<p>Respect - the children learn that Gura Nanak thought that everyone is equal</p>







Year	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?		
4	 <p>Christianity How does believing Jesus is their saviour inspire Christians to save and serve others?</p>	 <p>Islam Why do Muslims call Muhammad the 'Seal of the Prophets'?</p>	 <p>Hinduism How does the story of Rama and Sita inspire Hindus to follow their Dharma?</p>	 <p>Judaism What symbols and stories help Jewish people remember their covenant with God? <i>*Last Judaism Unit*</i></p>	 <p>Christianity Why do Christians believe they are people on a mission?</p>	 <p>Sikhism How do Sikhs put their beliefs about equality into practice? <i>*Last Sikhism Unit*</i></p>
	15/20	3/5	3/5	5/6	16/20	2/2
Key Vocabulary	Year 2: help/save/rescue saviour servant Annuciation advent Posada <u>Zacchaeus</u> Year 4: consequences salvation responsibility	Year 2: compassion Quran mercy Allah Muslim Islam creator life-giver Muhammad messenger prophet Year 4: seal obey submit Shahadah Makkah	Year 3: Hinduism Hindu karma responsibility moksha Year 4: duty fulfil Dharma rakhi raksha bandhah <u>Rama</u> <u>Sita</u> <u>Lakshman</u> <u>Hanuman</u> Ramayana	covenant Mezuzah <u>Abraham</u> matzos passover Shavuot Ten Commandments	Year 2: <i>Jonah and the Whale (Judaism)</i> Year 4: mission salt and light preserve commission The Great Commission Pentecost (Y1 Su1) Missionary Five Marks of Mission	equal/equality patka turban kara Guru Amar Das Gurdwara langar

		Ka'bah mosque Milad an-Nabi sunnah	Ravana Diwali Divas murti			
Global Citizenship Education Links					<p>The children look at the Anglican Communion worldwide and the Five Marks of Mission, which help categorise the kind of jobs churches do. Investigate Mission Aviation Fellowship which ferries Christian missionaries, NGOs and medical emergencies to isolated communities.</p> <p>Global Citizenship Education links: Pupils have age-appropriate opportunities within the curriculum to begin encountering relevant voices and stories that aid understanding of global poverty and climate injustice. Pupils have age-appropriate opportunities within the curriculum to begin identifying some key Christian teachings which inspire Christians to tackle poverty and injustice. All pupils have age-appropriate</p>	

					opportunities to learn the importance of considering, valuing and treating all people with dignity and respect.	
Links to our Christian Values	Flourish - the children learn how it can be everyone's role to help others	Respect - the children learn about links between Islam and Christianity	Family & Respect - the children learn about Raksha Bandhan, where brothers give their sisters a bracelet as a promise to look after them. They also learn about Rama and Sita being loyal and respectful to each other and that Hindus today want to be like them.	Family - the children explore how a Jewish family might celebrate Passover.	Family & Respect - the children explore the idea of the Christian mission to help others around the world.	Respect - the children learn that Gura Nanak thought that everyone is equal.

Year	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?		
5	 <p>Christianity Why is the gospel such good news for Christians?</p>	 <p>Islam What does the Qur'an reveal to Muslims about Allah and his guidance?</p>	 <p>Hinduism What spiritual pathways to Moksha are written about in Hindu scriptures?</p>	 <p>Judaism What is holiness for Jewish people: a place, a time, an object or something else? <i>*Last Judaism Unit*</i></p>	 <p>Christianity What is the great significance of the Eucharist to Christians?</p>	 <p>Buddhism How did Buddha teach his followers to find enlightenment? <i>*First Buddhism Unit*</i></p>
	17/20	4/5	4/5	6/6	18/20	1/2
Key Vocabulary	gospel evangelist pulpit lectern	Year 2: Qu'ran Year 5: reveal revelation Cave Hira Al Fatiha Hafiz Laylat-ul Qadr	Year 3: karma reincarnation samsara moksha Year 4: Dharma Ramayana Year 5: Bhagavad Gita <u>Arjuna</u> <u>Krishna</u> dilemma Bhagavad Gita yoga Janmashtami Radha Puranas devotion	Year 1: bar mitzvah Year 2: scroll Torah Rabbi synagogue Ark <u>Moses</u> Year 5: holy/holiness Sefer Torah <u>Burning Bush</u> ner tamid luchot Sabbath shabat	thankful thanksgiving Eucharist communion Last Supper	Buddhism Buddhist Buddha enlightenment perseverance lotus flower <u>Siddhartha Gautama</u> Bodhi tree Four Noble Truths Dharma wheel dharmachakra Eightfold Path meditation

<p>Global Citizenship Education Links</p>	<p>The children are introduced to Annie Vallotton, a Christian from Switzerland. She was in the French Resistance in World War 2. She drew the illustrations for the Good News Bible.</p> <p>Global Citizenship Education links:</p> <p>Pupils have age-appropriate opportunities within the curriculum to begin encountering relevant voices and stories that aid understanding of global poverty and injustice.</p> <p>Pupils have age-appropriate opportunities within the curriculum to begin identifying some key Christian teachings which inspire Christians to tackle poverty and injustice.</p> <p>All pupils have age-appropriate opportunities to learn the importance of considering, valuing and treating all people with dignity and respect.</p>					
<p>Links to our Christian Values</p>	<p>Family - the children delve deeper into the common beliefs of Christians which bring them together as a family.</p>	<p>Respect - the children are encouraged (within the Big Question) to make links to different religions.</p>	<p>Respect - the children learn how Buddhists follow pathways to Moksha, respected the world and others to become 'united with God'.</p> <p>Family - the children learn how Buddhist families share stories across the generations.</p>	<p>Respect - the children are encouraged (within the Big Question) to make links to different religions.</p>	<p>Family - the children learn how Christians share special meals with friends to remember a loved one or as a celebration.</p> <p>Respect - the children think about giving thanks, for example, on Mother's Day.</p>	<p>Flourish - the children try a difficult challenge and learn how to overcome difficulties.</p> <p>Respect - the children learn about the eightfold path and how Buddhists respect the people and world around them.</p>

Year	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?		
6	 <p>Christianity How do Christians show their belief that Jesus is God incarnate?</p>	 <p>Islam How does tawhid create a sense of belonging to the Muslim community?</p> <p><i>*Last Islam Unit*</i></p>	 <p>Hinduism How do questions about Brahman and atman influence the way a Hindu lives?</p> <p><i>*Last Hinduism Unit*</i></p>	 <p>Buddhism How does the Triple Refuge help Buddhists in their journey through life?</p> <p><i>*Last Buddhism Unit*</i></p>	 <p>Christianity Should believing in the resurrection change how Christians view life and death?</p> <p><i>*Last Christianity Unit*</i></p>	 <p>Humanist Why do humanists say happiness is the goal of life?</p> <p><i>*Last Humanist Unit*</i></p>
	19/20	5/5	5/5	2/2	20/20	2/2
Key Vocabulary	<p>Year 6: incarnate/incarnation divine Christingle embody</p>	<p>Year 4: <u>Shahadah</u> Year 6: Tawhid Ummah Kaaba <u>Ibrahim/Abraham</u> unite Five Pillars of Islam Salah hajj pilgrimage</p>	<p>Year 5: <u>Bhagavad Gita</u> Year 6: <u>Brahman</u> <u>Atman</u> <u>Svetaketu</u> Namaste</p>	<p>Year 5: <u>Buddha</u> <u>Siddhatta Gotama</u> Year 6: refuge refugee Dharma (the children have learned this in Hinduism meaning 'duty' - here it means the teachings of Buddha) Sangha <u>Angulimala</u> Triple Refuge Five Moral Precepts monastic/monastery</p>	<p>Year 2: <u>Easter Story</u> Year 6: resurrect/resurrection <u>The Road to Emmaus</u> Hallelujah funeral gravestone</p>	<p>Year 3: Humanist golden rule morality conscience Worldview theist atheist agnostic empathy consequence fable</p> <p>Year 6: Secularist</p>
Global Citizenship	The children explore the Children's Society's mission statement and					

Education Links	<p>its links with Christian values. They believe they are 'incarnating' God's love, like Jesus did.</p> <p>Global Citizenship Education links: Pupils have age-appropriate opportunities within the curriculum to begin encountering relevant voices and stories that aid understanding of global poverty and climate injustice. All pupils have age-appropriate opportunities to learn the importance of considering, valuing and treating all people with dignity and respect.</p>					
Links to our Christian Values	Family - the children delve deeper into the common beliefs of Christians which bring them together as a family.	Family - the children learn that Muslims are united across the world by their belief in one God.	Respect - the children are encouraged (within the Big Question) to make links to different religions.	Family - the children learn about refuge being a place where people feel safe. Respect - the children learn about Buddhists respecting Buddha and wanting Him to guide them.	Family - the children take part in sensitive discussions about life and death.	Respect - the children learn that Humanists show empathy and compassion to make the world a better place for everyone.