



THE EMMANUEL PROJECT

Where do I stand?

Suffolk Agreed Syllabus for Religious Education 2023



THE CHURCH OF ENGLAND EDUCATION OFFICE

Religious Education in Church of England Schools

A Statement of Entitlement

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together.

Such an approach is offered through a commitment to generous hospitality, being true to our underlying faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

A high-quality sequential religious education¹ (RE) programme is essential to meet the statutory requirement for all state-funded schools, including academies and free schools, to teach a full modern British Curriculum. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews² fostering respect for others. In voluntary aided schools, RE must be taught in accordance with the trust deed; this document will help schools interpret that legal requirement. In foundation and voluntary controlled schools with a religious character, RE serves the Common Good (The Church of England Education Office, 2016), available at <https://www.churchofengland.org/more/education-and-schools/religious-education>

¹ Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. The term religious education (RE) is therefore used throughout this document as it is connected to the Section 48 (S48) inspection and, if and until the law changes we will need to continue to use the term. This does not stop individual schools, MATs or dioceses using other names including Religion and Worldviews for the subject.

² The term worldviews is used throughout the document to refer to a person's way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. It could refer to an 'institutional' worldview to describe organised worldviews including religions as well as Humanism, Secularism and Atheism or a 'personal' worldview for an individual's own understanding and beliefs.

RE in our Church schools For Governors



For further information and support about RE in schools, contact **Rachel Cutts**,
Diocesan Schools' Adviser at Rachel.Cutts@cofesuffolk.org

A little background on RE in all schools

The purpose of RE is to develop **religious literacy**. Pupils learn about religion and worldviews, and understand the impact on individuals, communities, and the world. There is no national curriculum for RE. Instead, RE is agreed at a local level, by a group called the **Standing Advisory Council on Religious Education (SACRE)**. This group produces a syllabus. In Suffolk, the syllabus is called 'Where do I Stand?' (2023). The type of school has an impact on whether they must follow the syllabus:

- **Community, Foundation and Voluntary Controlled** schools in Suffolk must teach RE according to the current Suffolk Locally Agreed Syllabus.
- **Academies and free** schools may choose to use the Suffolk Agreed Syllabus.
- For **Voluntary Aided** church schools, RE is the responsibility of the governing body. For VA schools in this Diocese, we strongly recommend they adopt the Suffolk syllabus. In VA church schools RE is determined by the governors and in accordance with the provisions of the trust deed / Anglican designation. This means Christianity will be given prominence, in line with the foundation of the school, but other religion and worldviews will be taught as well.



The Syllabus outlines the Knowledge, Skills and Understanding required. The Syllabus is underpinned by the requirement to develop **four key attitudes** which are essential to good learning in RE:

Self-awareness Open-mindedness Respect for all Appreciation & Wonder

More information: <https://suffolklearning.com/wp-content/uploads/2022/09/Suffolk-Agreed-Syllabus-Where-do-I-stand-2023-28.pdf>

What is the Emmanuel Project?

The Emmanuel Project is a scheme of work for RE. It is for primary schools and is used in Reception class, all the way up to year 6. Every half term a unit of work is provided to fulfil the requirements of the Suffolk Syllabus. Each unit covers a key religious concept central to that faith through an overarching question. The units provide important subject knowledge for teachers, support for planning, teaching ideas, key questions, resource suggestions and assessment activities. Through its use, there is a richness of conversation in the RE classroom. Each unit includes detailed subject knowledge advice for teachers around the key concept being explored.

More information about the Emmanuel Project can be found in Appendix 1.

RE in Church of England schools

Central to RE in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. Because of their religious foundation, all Church of England schools should focus 50% of their RE time on Christianity. The Church of England have produced a 'Statement of Entitlement' (2019) for RE in all church schools. This outlines the aims of RE in a church school and expected outcomes. You will see that these aims are linked to the idea of children becoming religiously literate.

More information:

<https://www.churchofengland.org/sites/default/files/2019-02/re-statement-of-entitlement-for-church-schools.pdf>

All church schools have a Statutory Inspection of Anglican and Methodist (SIAMS) inspection. You can find your school's last report on the Diocesan website, it should be on your school website too.

<https://www.cofesuffolk.org/schools/siams-inspections/>

The SIAMS inspector will look at RE in all church schools to see how it contributes to the overall effectiveness of the school as a church school. In addition, in voluntary aided schools (and academies with former VA status) you can expect the inspector to assess the quality of teaching and learning in RE. **More information:**

<https://www.churchofengland.org/sites/default/files/2024-09/siams-framework-september-2024.pdf>



Religious Education in Church of England Schools

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Such an approach is offered through a commitment to generous hospitality, being true to our unshaking faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

A high-quality sequential religious education (RE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that, as inclusive communities, church schools promote enjoyment, learning about a range of religions and worldviews, fostering respect for others. In voluntary aided schools, RE must be taught in accordance with the trust deed; the document will help schools interpret that legal requirement. In foundation and voluntary controlled schools with a religious character, RE

¹The Church of England Education Office, Church of England Vision for Education Deeply Christian, Serving the Common Good (The Church of England Education Office, 2016), available at <https://www.churchofengland.org/visionsandvalues/education-education>

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Our Vision

Our vision is that RE will be at the heart of every church school. This means that RE takes a lead and has an impact on everything the school does. RE should be seen as a core subject. We expect the importance of RE to be demonstrated through the amount of curriculum time (5-10%) given to the subject, and through resourcing and budgeting - texts/books, artefacts, prominent displays in the school, extra RE days to enrich learning. We encourage schools to commit to ensuring all staff and governors are equipped to provide high quality RE through appropriate professional development.

The Governance of RE in Church schools

We encourage you as governors to work with your school to support RE. The list of possibilities for this is endless! Use your own gifts and expertise to support the subject.

The effectiveness of RE should be monitored and evaluated. Pupil and staff voice is important in gaging the effectiveness and impact, and conversations between governors and pupils about their RE experience will support self-evaluation.

RE will be inspected as part of your Section 48 (SIAMS) inspection. As a Governor, you may be invited in to talk with the SIAMS inspector, so it is important to have a good understanding of RE as well as other aspects of the SIAMS inspection framework.

Foundation Governors in all Church schools have a particular responsibility for monitoring RE. This may be treated as a whole governing body responsibility, or a nominated curriculum governor ('RE governor') may be paired with the RE subject leader.

The RE governor should:

- Know which member of staff is responsible for RE and meet with them regularly, at least once a year, to discuss how RE is developing in the school.

- Be briefed by the subject leader on how RE is planned and assessed in the school and on any needs e.g. resources and training.
- Discuss with the subject leader how RE features in the School Development Plan.
- Understand the strengths and next steps for the subject.
- Support the RE leader with their monitoring of the subject.
- Represent RE to the governing body, seeing that it is discussed, and its importance recognised in the curriculum, challenging under-resourcing or lack of training.
- Be clear about legislation for RE.
- Ensure there is progress in RE across the school.
- Check that the school is following the correct syllabus.
- There is an appropriate budget for RE.
- Succession planning is in place for the subject and subject leadership.
- RE has parity with other subjects in terms of time (min 5%).
- RE is monitored by the head and subject leader and they have sufficient time to do so effectively (and what impact this has had).
- RE is on the school website and how parents/carers are made aware of what is happening in RE.
- The Diocesan Education Team has been invited to school to check the school's RE provision.
- Be aware of the current SIAMS Self-Evaluation Form, and what it says about RE.

What monitoring could I undertake?

- Watch RE lessons from different year groups, recording notes afterwards.
- Meet small groups of pupils to discuss their RE learning.
- Actively ask to see RE displays, pupil's work.
- Ask pupils different questions to gather information.
- Talk to staff about RE.

Monitoring forms are available from the Diocesan Education Team, as well as a list of suitable questions to ask pupils and staff

Monitoring of Christianity

Look for:

- Key Christian beliefs such as Incarnation, Salvation, Creation, Gospel, Church, and Trinity appearing in all key stages, at an appropriate level.
- Pupils being encouraged to use technical theological terms.
- Knowledge of key Christian texts e.g. parables, the Lord's prayer as well as an understanding of the Eucharist.
- Learning about celebrations e.g. Advent, Christmas, Lent, Easter, and Pentecost.
- Knowledge of what goes on in local parishes, including rites of passage, worship, and service to others.
- Awareness of Christianity as a world faith.

The Foundation Governors could also actively look at ways of developing links with the local church e.g. children presenting RE work to the congregation through display boards in church and contributions to newsletters, or by invitations to the church community to special school occasions.

I am a governor in VA school, or I am governor in an academy that was previously VA. What questions should I be asking about RE?

Together with the staff, you will need to consider the following:

- **How high are the standards in RE and how well do learners achieve?**

The achievement that the students make will be measured against the criteria set by the locally agreed syllabus and compared with achievement in the core subjects. The school subject leader will be using data and work examples to support this evidence and you will be able to discuss this with them.

- **How effective are the learning and teaching in RE?**

As part of your monitoring role you will be able to look with the subject leader at the schemes of work and planning. This should show evidence of the teacher using assessment to promote the children's learning. There would also be an opportunity to see that lessons are imaginatively planned and reflect latest developments in RE during your visits to the school.

- **To what extent do learners and staff demonstrate a positive attitude towards the subject?**

The easiest method of monitoring this is by talking to the pupils and asking them about their RE lessons. The extent of their engagement in the lesson and their perception of the learning objectives will be reflected in their responses. This is perhaps the best way to gain an insight into staff attitudes as well!

- **To what extent does RE promote the distinctive character of the school, together with an understanding of other faiths?**

To assess this you will need to look at the scheme of work used and how it complies with the relevant agreed syllabus, and any advice given by the diocese and the local authority.

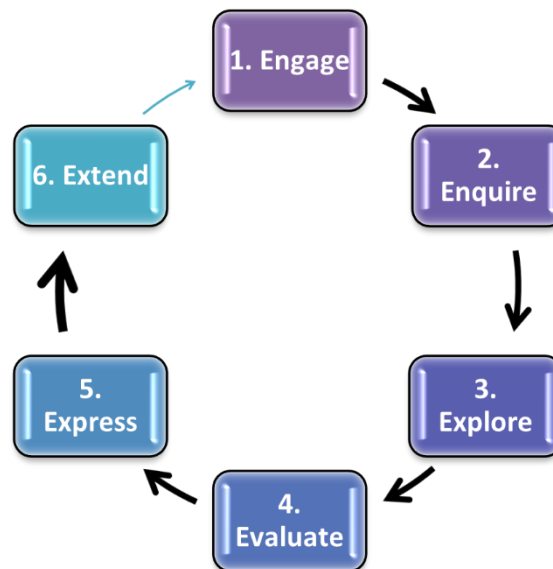
- **How important is RE in the life of the school and how is this demonstrated?**

To assess this, consider how much of a priority RE is given in your school? Does the whole school community recognise this? Are you as governors ensuring RE occupies at least 5% of curriculum time? Are the resources sufficient and up to date? Is your RE subject leader supported by the governing body and given opportunities to maintain and share their expertise?

Appendix 1: The Aims of the Emmanuel Project

- **Offer a complete RE curriculum** and a consistent whole school approach to RE.
- **Keep beliefs central to RE teaching and increase religious literacy:** It's an approach that enables learners to understand what drives people of faith to live the way they do. Pupils then have the opportunity to learn from this religious belief e.g. reconciliation and put this into practice in their own lives.
- **Focus on the concepts at the heart of the religion:** It is based on the concept cracking. This approach teaches that any key belief or concept can be understood if it is 'cracked open' in a way a child understands. The engage section at the start of every unit enables this to happen before the religious content is introduced. Basing each unit on a concept ensures it is theologically grounded and focused on belief and practice.
- **Look at the experience of believers from the point of view of a child:** Characters in the scheme enable pupils to relate to their experiences.
- **Ensure RE is balanced with opportunities to explore the following disciplines:** Theology, Human Social Sciences and Philosophy
- **Ensure there is a clear progression of knowledge and skills** The Emmanuel Project has clear outcomes which build year on year.
- **Provide support for teachers in their subject knowledge.**

Each unit in the Emmanuel Project follows this enquiry cycle:



1. **ENGAGE** with a concept that is familiar to them.
2. **ENQUIRE** about the concept, asking questions.
3. **EXPLORE 1** – theological underpinning of a religion or worldview (theology)
EXPLORE 2 – looks at how this impacts on people, community (human social sciences).
EXPLORE 3 – focuses on living and individual choices (human social sciences, philosophy).
4. **EVALUATE** - At the end of the enquiry, pupils **EVALUATE** their learning and complete a short assessment task. They pupils **EXPRESS** and
5. **EXPRESS** and share learning.

Each unit provides a teacher with a large volume of material. This is deliberate to allow teachers to make decisions about what will work for their own classes. They are not expected to teach it all. However, it is crucial that the three EXPLORE sections are taught.

6. **EXTEND** thinking by answering a big question (philosophy)

End of Phase Christianity Core knowledge: what do we want pupils to know?

By the end of Early Years Foundation Stage (EYFS, age 5), pupils will know that for Christians God is a Very Important Person. That God has a son called Jesus who he gave as a special gift to the world. Pupils will hear stories about Jesus and begin to build an understanding that he was special, through the stories of his birth and death. Pupils will learn that Christians believe everyone is precious to God and so is the world he created.

By the end of Key Stage 1 (KS1, age 7), pupils will have learnt that Christians pray and worship this God because they believe he is great and that they are part of his family. They will learn more in depth about who Jesus was, that he was a Saviour and Rescuer. They will encounter his parables which teach more about God and learn about his life and death. The Holy Spirit is introduced as an invisible friend to help Christians copy how Jesus lived and become more like him.

By the end of Lower Key Stage 2 (LKS2, age 9), pupils learn more about the significance of Jesus. That he was a peacemaker who showed love to all. That Christians want to follow him as their King and how they do this. They will learn about the concept of sin and importance of the symbol of the cross as a sign of both commitment and sacrifice. Their understanding of the Holy Spirit is enhanced as a giver of strength, and this is explored further through the task for Christians of spreading the message of Jesus around the world.

By the end of Upper Key Stage 2 (UKS2, age 11), pupils delve deeply into the stories of the gospel as a source for discovering who Christians believe Jesus is. They encounter more of his teachings, including his I am sayings and what he said about himself. The sacrifice of Jesus as God incarnate – both human and divine – is explored in the context of a loving and forgiving God. Pupils will examine Christian belief in the resurrection and the afterlife and understand that for Christians thanksgiving for life and all God gives is a duty.

What do children learn about religions and worldviews?

Judaism Core Knowledge

By the end of KS1, pupils learn about the importance of the Torah for Jewish people. They encounter stories such as creation, Jonah or Ruth and discuss possible meanings. They learn how the Torah is remembered and respected and that Jewish people follow the teachings of the Torah as a rule book for life. They learn about the importance of Jewish festivals. **By the end of KS2**, pupils learn about some of the Torah stories in more detail, especially the Exodus story and the importance of covenant with God. They extend their learning into philosophical and theological conversation about holiness and compare Jewish celebrations.

Hindu dharma Core Knowledge

By the end of KS2, pupils learn that Hindu Dharma is a complex tradition which draws on many ancient philosophies. They encounter some of the traditional stories told to Hindu children and some of the inspirational figures. Pupils learn some of the key teachings about Brahman, the Supreme Being, and other deities worshipped. They will learn that Hindus take their religious responsibilities seriously and take responsibility for gathering good karma.

Islam Core knowledge

By the end of KS1, pupils are introduced to Islam through the stories of Muhammad who they learn is an important person to Muslims. They encounter the name 'Allah' and learn about other names used to describe him. Pupils explore the festival of Ramadan and Eid. **By the end of KS2**, pupils learn that at the heart of Islam lies obedience and submission to Allah as creator. Pupils learn that Muslims across the world respond to the call of prayer as an act of submission and recite words of importance such as the Shahadah. These core beliefs are strengthened through the global Islamic community. Pupils encounter text from the Qur'an, understand how it is respected and revered, and learn about its importance as the revealed word of God.

Sikhi Core knowledge

By the end of KS2, pupils learn about the origins of Sikhi and the role of the guru as teacher of the light of God. Pupils listen and engage with stories from different Gurus and learn about the present living guru, the Guru Granth Sahib. The importance of the value of equality is shared through the example of langar and beliefs around the oneness of God are introduced through learning how Sikhs pray and worship.

Buddhism Core knowledge

By the end of KS2, pupils learn the story of the Buddha and about his journey to enlightenment including the Four Noble Truths as the essence of Buddhist teaching. Using the correct terminology, pupils can explain the key concepts that help Buddhists today on this journey including reference to the Eightfold Path. The role of the Buddhist community is explored as well as the practice of meditation.

Humanism Core knowledge

By the end of KS2, pupils learn what is important to Humanists, including the importance of reason, respect and the scientific principals which are behind this worldview. Pupils have opportunities to encounter thought of famous Humanists past and present. They ask questions about what the meaning and purpose of life is for a human being and debate whether happiness should be considered a right for all. They explore and learn about the ceremonies and celebrations of Humanists.