

IMPORTANT UPDATE

The 'Pentecost' KS1 Christianity unit has now been removed from the long-term plans.

If you still have this in your long-term planning documents, please see the new versions on the website as reference point to update your own. [General Resources](#) | [The Emmanuel Project](#)

Navigating the new planning format

RE in Key Stage One Big Question: Can books and stories be good teachers? Key Enquiry Question: What did Jesus teach about God in his parables? Key Concept: PARABLES Previous Learning: EYFS - Creation, Incarnation, Salvation. KS1 Christianity - CHURCH: Understanding that God and belonging to the church family is important. RESURRECTION: Symbols of Jesus's death and resurrection in the Easter story. WORSHIP: Asking why Christians pray to and worship God. SALVATION: Exploring the name 'saviour' which is given to Jesus. TRUST: Asking why Christians trust Jesus and follow him. Key Sources: TEXTS • The Bible (NIV) • 'The Lion Storyteller Bible' by Bob Hartman • 'The Lion Storyteller Book of Parables' by Bob Hartman ONLINE • Max 7 The Lost Sheep • BBC KS1 Religious Studies: The Christian Story of the Good Samaritan and the Lost Sheep Be prepared! • For Explore 1 and 2 you will need dressing up clothes, story sack props. • For Explore 3 extra adult helpers are needed. Trips, Visits and Visitors You could ask Open the Book or local Reflective Storytellers to come in and share one of the planned parables in the Explore lessons or a new one in 'Express'. Springs Dance Company have a package called 'Parables' which can be booked as an 'Express'. https://springsdancecompany.org.uk/ Vocabulary Builder: Words they may know: fable Bible God Jesus Christian Humanist Old Testament New Testament New words to introduce: parable prodigal Samaritan stained-glass food bank Key Image:  By the end of this unit: Pupils will understand that a parable is a story with a special meaning told by Jesus in the Bible. They will be able to re-tell the parable of 'The Lost Sheep'. See EVALUATE section of this unit. Further information is also available in the KNOWLEDGE ORGANISER and ASSESSMENT GRID.	<u>The Key Questions</u> Both the 'big question' and 'key enquiry question' are clearly displayed to help the teacher ground the unit in the learning sequence. The big questions in KS1 allow comparison between two units with associated themes, encouraging pupils to use their skills in a more complex way. <u>Yellow Box</u> This section give context for the learning in the suggested LTP format. It helps the teacher has a sense of what the pupils may already know, so that it can be referenced in the new teaching. <u>Pink Box</u> This highlights the key resources for the unit. Looking at this in advance will give the teacher time to order any books or gather and resources which may be in school already in advance of the individual lesson. <u>Purple Box</u> This box gives further information about the sessions and any planning which needs to be done in advance, particularly booking trips, visits and visitors. It highlights extra resources or helpers which need to be planned. <u>Green Box</u> This box summarises the vocabulary used in the unit, some of which are carried forward from previous learning, and some of which are new. <u>Blue Box</u> The key image from the unit which will be used as part of the learning journey. <u>Light Yellow Box</u> This links to the key summary phrase on the assessment document (available on website).
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KEY CHRISTIAN UNDERPINNING CONCEPT

INCARNATION

is the traditional Christian belief that God came into the world in human flesh as the person of Jesus Christ.



Incarnation is about God's Son becoming 'one of us', coming as a tiny vulnerable baby, God in human form.

God with us – Emmanuel

(The Bible: Matthew 1 v.23; Hebrews 4 v.15-16; John 1 v.27)

Jesus is 'God with skin on'.

"The Word (Jesus) became flesh and dwelt among us and we have seen his glory" (John 1 v.14)

Because Jesus came and shared human life; he knows the trials and joys of being human. The Bible stresses that Jesus got tired, hungry and even wept; he was fully human, and fully God. When Jesus taught his followers, he was able to relate to, or identify with, them.



Jesus reveals what God is like. Christians believe in one God but understand God in three ways (trinity): God the Father, Son and Holy Spirit. Jesus is God the Son.

Although God is invisible, in Jesus humans are able to catch a glimpse of what God is like. He was a visual aid to knowing God.

In his parables (stories with meanings) Jesus shared, lots of images of what God is like and some of his images challenged what people had thought previously. Jesus came to show not only what God is like but what humans should be like, real humans as God intended.



The disciples got to know Jesus as a human but they also caught glimpses of the 'God man' e.g. when he healed people, calmed a storm, etc. In John's gospel, Jesus said he was 'sent' by the Father. He came with the authority of God, like a company 'rep', to speak on God's behalf.

Jesus said he came to give his life as a 'ransom for the lost' (Mark 10 v.45). Despite his own innocence, Jesus identified himself with humanity and Christians say Jesus 'paid the price' for sin through his death on the cross. The cross thus became, and remained, a key symbol of forgiveness and sacrifice.



Christians do not believe Jesus was just a good man, healer, teacher or prophet but fully human and fully God.

The disciples watched Jesus pray and asked him to teach them to pray (Luke 11 v.2-4 – the 'Lord's Prayer'). Jesus reveals God as 'personal', not just a force in the universe but someone with whom a relationship is possible. He himself prayed to God as 'Father' (Abba or Daddy), showing prayer as a possible and purposeful conversation. 'God is with us', always on the 'other end of the line', ready to listen and answer. Prayer happens because there is someone there to hear, and worship occurs when God is recognised as immensely great, powerful and loving – worthy of praise.



Teacher Subject Knowledge Infographics

This resource allows teachers to have an easy-to digest source of the wider context of the learning. This information is beyond that directly taught in the unit, but aims to over time increase the teacher's understanding of the religion in a wider way to aid their teaching practise.

The Christianity units have two infographics. The first is an 'incarnation' page and the second is tailored to the individual unit.

This is because the concept on 'incarnation' underpins much of the other learning and is a theme which resonates throughout.

	Substantive Knowledge	Disciplinary Skills	Personal reflection
Theology	Know that: - Parables are found in the Bible. - Parables are stories Jesus told with special meanings.	Be able to: Re-tell the parables of the Lost Sheep, the Prodigal Son and the Good Samaritan and say what each says about God.	Wonder about: What stories I know that have a special meaning for me.
Human and Social Sciences	Know that: - Parables can often be found in churches: in the teaching and artwork. - Parables can be set in different cultures and teach the same lessons. - Christians often learn lessons from parables that they put into practise in their lives.	Be able to: - Look at a piece of stained glass and understand the parable story shown. - Say why pictures rather than writing might have been important for Christians in the past.	Wonder about: - Who tells me stories with meanings and why. - How stories can be told in different ways.
Philosophy	Know that: Jesus used stories for a purpose, to help people understand God better.	Be able to: - Think about different layers of meaning in a story or picture. - Use a range of storytelling methods and say which one is effective for me.	Wonder about: If I find stories a good way to understand big ideas.

'Ways of Knowing' Skills Grid

This grid does not replace the assessment grid. You do not have to provide evidence for these exact descriptors.

Its purpose is to emphasise the three 'Ways of Knowing' which underpin high quality RE. It shows the detailed structure of the planned content and its coverage of these elements.

'Theology' is the study of sacred texts, sources of wisdom and other key sources of information.

'Human Social Sciences' are the lived experiences of believers.

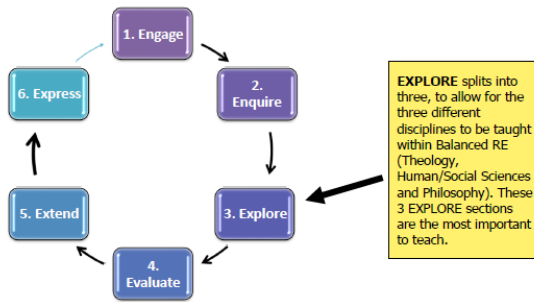
'Philosophy' is the study of ways of thinking, reasoning and big ideas.

'Substantive Knowledge' refers to facts and information.

'Disciplinary Knowledge' are the skills to interpret and apply the content of RE learning.

'Personal Reflection' outlines the way in which pupils can pay attention to their own developing worldview.

Each Emmanuel Project unit follows an Enquiry Cycle approach to develop children's learning.



Suggested learning journey over six sessions. Check your local Syllabus for time requirements for R.E. For Church of England schools, the Statement of Entitlement says 5-10% of curriculum time.

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Engage	Explore 1	Explore 2	Explore 3	Evaluate	Express
Enquire				Extend	

The Enquiry Cycle

This page visualises the structure of the enquiry cycle in which learning takes place.

The 'session grid' at the bottom gives some support around how to cover all the content in a typical half term.

The Engage and Enquire sessions can be delivered together, leaving time for Explore 1,2 and 3 to have a full session each. The Evaluate and Extend sessions can be delivered in the same way, ensuring adequate time is allowed for the Express element of the work.

Key Enquiry Question: What did Jesus teach about God in his parables?

ENGAGE (30 mins) with the concept of a parable

SUBJECT-SPECIFIC VOCAB	Settling in: Christianity High 5 to review knowledge. Re-introduce T.J., as our Emmanuel Road School friend who is a Christian- ask the children what they recall about him.
parable	Hidden meanings and fables Can the children work out what they have got to do by reading this:
GENERAL VOCAB	See slide: Ben put his hat on before going outside. Mia waved both hands from across the playground. They played on the playframe together. Mia shouted, "you've lost your hat!" She picked it up and put it on his head. Explain that this game had a message hidden inside.
story fable	
RESOURCES	T.J. has been set a school project about hidden meanings in stories. The children in his class at Emmanuel Road School have been sharing their ideas in their early morning work. Megan shared the story of the 'Tortoise and the Hare' from her Aesop's Fable story book. Read the story summary from the slide or Appendix 2. Ask the children to think about the hidden meaning in this fable. Then look at the three options on the slide or in Appendix 2 and ask them to vote for which they think is the most likely, saying why.
Search Online: BSL dictionary – search 'story' and 'meaning'	Parables from the Bible T.J. says, 'I am a Christian, so the Bible is special to me!' His church leader often uses parables to help the children understand more about God. She says stories are a great way to teach people. She says, 'A parable is a story that helps us understand a big idea about God in a simple way. They have hidden meanings too.'
Appendix 2 – Summary of 'The Tortoise and the Hare'	Building recall of the word 'parable' She taught T.J. the British Sign Language for 'parable' to help him understand. BSL for 'parable' is made up of two words – 'story' and 'meaning'. Saying the word 'parable' – make these two signs (see slide): 'Story' – make both hands flat with palms facing you and thumbs pointing upwards. Put one palm in front of the other and rotate them in a circle moving towards the person listening. 'Meaning' with palms flat still, rub the right fingers on the left palm.

Plans

Each of the enquiry cycle steps has a single A4 page. At the top is the suggested amount of time that might be spent teaching the step.

The plans have been aimed at KS1. You are free to adapt and change the approaches to suit the needs in your class.

The yellow sidebar has the key vocabulary to use in the session and any resources that need to be prepared in advance. Due to legal constraints, we cannot add direct links to online sources such as videos. We have instead put a descriptor of the video title which if directly pasted into an online video search engine, should take you to the correct resource. Please check these links in advance and watch through to ensure that you have the correct one.

The plan refers to the accompanying slides where appropriate.

Text spoken by the Emmanuel Road School characters and other voices are highlighted in grey.

APPENDIX OF RESOURCES

Appendix 1: Christianity High 5
Appendix 2: Summary of 'The Tortoise and the Hare' fable
Appendix 3: Sheep outlines for collecting enquire questions
Appendix 4: Bible parable bookmarks
Appendix 5: Re-telling 'The Prodigal Son' parable comic strip
Appendix 6: 'The Good Samaritan' window at St. Mary's Martlesham, Suffolk
Appendix 7: 'The Lost Sheep' five ways
Appendix 8: Scaffolded conferencing sheet

Acknowledgements:

This unit was written by Helen Matter, Helen Peats, Emily Bacon and later revised in 2026 by Lisa Death and Sophie Lambert, edited by Victoria Bush.

Appendix

The appendices provide materials to support the learning but are not essential. Teachers have scope to interpret sessions in their own way and create their own resources.

Suggested RE Long-term plan for Church schools: KS1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question 1 - Is it important to belong?					
Christian Church Why is belonging to God and the church family important to Christians?	Jewish Mitzvot Why is learning to do good deeds so important to Jewish people?	Hindu devotion How does a Hindu celebrate devotion to God at the festival of Holi?	Christian resurrection What are the best symbols of Jesus' death & resurrection at Easter?	Jewish Tefillah Why do Jewish families say so many prayers and blessings?	Christian worship Why do Christians pray to God and worship him?
YEAR 1 OR A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question 4: What do people believe is important?					
Jewish Teshuvah Why do Jewish families talk about repentance at New Year?	Christian Saviour Why was Jesus given the name 'Saviour'?	Muslim compassion How do some Muslims show Allah is compassionate and merciful?	Christian trust Why do Christians trust Jesus and follow him?	Jewish Torah Why is the Torah such a joy for the Jewish community?	Christian parable What did Jesus teach about God in his parables?
YEAR 2 OR B					

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This slide shows the unit in our recommended long-term plan. This may look different in your setting.

EFYS –
Creation, Incarnation, Salvation
KS1 –
Church, Resurrection

Where should the children have encountered Christianity already?

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question 1 - Is it important to belong?					
Christian Church	Jewish Mitzvot	Hindu devotion	Christian resurrection	Jewish Tefillah	Christian worship
Big Question 4: What do people believe is important?					
Jewish Teshuvah	Christian Saviour	Muslim compassion	Christian trust	Jewish Torah	Christian parable

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This slide shows where your pupils may have encountered the religion/worldview already.

Big Question: Should everyone learn to pray?

Big Question 3 – Should everyone learn to pray?	
Jewish Tefillah Why do Jewish families say so many prayers and blessings?	Christian worship Why do Christians pray to God and worship him?

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This slide shows how two enquiry units are paired together under one big question. For example, here, the worship unit comes after the Tefillah unit which means that comparisons can be drawn and developed.

Knowledge Organiser

BIG QUESTION: Should everyone learn to pray?

Enquiry Question: Why do Christians pray to God and worship him?

Prior learning: Many Christians believe:

- God is very important.
- Jesus is God's son. He told parables to teach about God.
- Our world and everyone in it are precious to God.
- Believers are welcomed into the Christian family.

This unit teaches: Christians believe:

- They can pray and worship God in different ways.
- God is with them, listening when they want to talk to him.
- God is like the best kind of parent. They can talk to him about everything.
- Jesus taught his disciples to pray by using models like The Lord's prayer.

What should we be able to do?

- Use the right words to talk about Christians praying at meetings e.g. grace, God, amen.
- Understand that Christians pray and worship God in different ways.
- Recognise some of the words from the Lord's Prayer.

Key Vocabulary: God Bible Christian prayer thankful The Lord's prayer intercession worship rosary grace forgive kingdom Humanist

Ultimately, pupils understand the key ideas from this unit:
Christians pray to and worship God because they believe that he is great.

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This slide, and others at the end of the slide deck, refer to the additional documents which accompany this unit.

Vocabulary Builder (whole unit)

You might have come across these words before!

Christianity
God
Christian
thankful

Bible
church
prayer

These are new words to learn in this unit!

grace temptation
the Lord's Prayer
forgive worship
kingdom rosary
Humanist intercession

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The vocabulary builder slide brings together all the subject-specific words that this unit is aiming to help the pupils know, understand and use appropriately.

Emmanuel Project Website resources

- [Subject Knowledge – Christianity](#)
- [Sensitivities to be aware of: Christian Worldviews](#)
- [Places of Worship: Virtual Tours](#)
- [School Speakers](#)
- [Places of Interest](#)
- [Book Creator | Shap Audio Glossary](#)
- [High-5s.pdf](#)

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This resource slide links you to other helpful support documents elsewhere on the CofE Suffolk website.

Let's High 5 for Christianity!



- Thumb** – What is the name of the religion?
Pointer – What is the name of the followers?
Middle – Who do they follow?
Ring – What are the main sacred texts?
Pinky – Where do they often worship?
Palm – What is a common symbol?

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The 'High 5' tool aims to systematically build core substantive knowledge over time and is used throughout all the units.



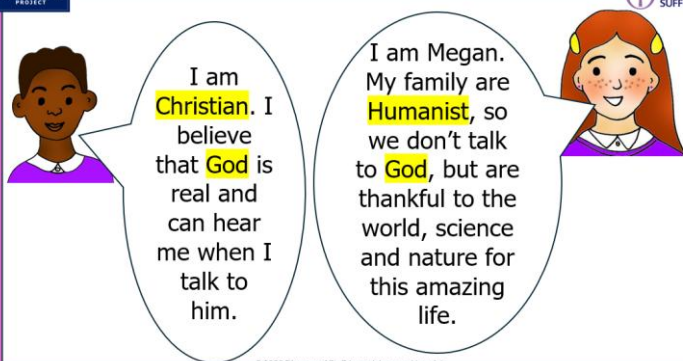
These are our friends from Emmanuel Road School.

We look forward to getting to know them all better.



This is T.J. He is a Christian.

This slide reminds teachers that this resource draws upon the 'Emmanuel Road School' children as both experts and co-learners along the journey. As they use the Emmanuel Project over time, these imagined case studies will grow.



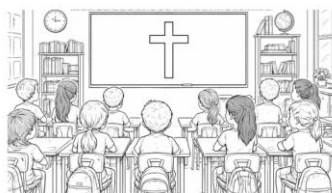
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Throughout the slides, the Emmanuel Road children encourage pupils to ask enquiry questions. The children sometimes interact, share and compare ideas which helps pupils make deeper and more sophisticated connections and comparisons.

Watch the video

Search online

Saddleback Kids
Jesus feeds the 5,000



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Due to legal restrictions, we cannot add direct links to websites. These slides have the exact wording to paste into online video search engines which should bring up the correct clip. Please watch and check all clips beforehand and take notice of instructions to start or stop videos at certain time marks to prevent confusion.

Knowledge Check Quiz

Knowledge Check Quiz – Why do Christians pray to God and worship him?		THE EMMANUEL PROJECT
1) Which sacred text is special to Christians? ☐ The Bible ☐ The Qur'an ☐ The Torah	4) What is 'intercession' prayer? ☐ Praying with your eyes closed ☐ Prayers using objects ☐ Praying for someone else	Knowledge Check Quick Questions These short 'Knowledge Check Quiz' sheets can be used as a discussion tool in a verbal assessment or can be written on by individual pupils. They are an easy way to check pupil's substantive knowledge. They do not assess for RE disciplinary skills or the development of their personal worldview. Answers are provided for the quiz to support the teacher.
2) Before he fed the 5,000 people, what did Jesus do? ☐ Gave thanks to God for the food ☐ Gave instructions on how to share it out fairly ☐ Looked for more food	5) Which of these things could be called 'worship'? (tick as many as apply) ☐ Sitting quietly with a candle ☐ Dancing and clapping ☐ Singing a hymn or worship song	
3) Why did Jesus say 'the Lord's Prayer'? ☐ To show people he was clever ☐ To teach the disciples how they could pray ☐ To become more well known	6) What is a rosary? ☐ A type of sweet-smelling plant ☐ A worship song ☐ A chain with small and large beads and often a cross on it which may help Catholics to pray	



Assessment

Year group: Y1 Term: Spring 2 Date: Class:

Why do Christians pray to God and worship him?

Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:

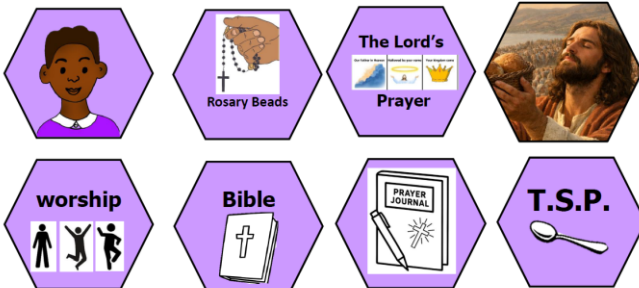
Working towards:	Expected:	Greater depth:
These pupils will be able to recall some information related to prayer e.g. the use of the word amen, or bowed heads, but have not yet made the connection to the idea of talking to God.	Pupils can talk about what prayer means to a Christian. They may explain it as talking to God or God listening. Pupils can give examples of when a Christian might pray e.g. at mealtimes and what might be said to God such as thank you, sorry or please. They use the word 'amen' and know it comes at the end of a prayer. Ultimately, pupils understand the key idea from this unit: Christians pray to and worship God because they believe he is great.	These pupils give additional examples. They talk about the role of Jesus in prayer. That some Christians pray to Jesus or pray in different ways. They should recall some of the words of the prayer Jesus taught – the Lord's Prayer and know it is important.
Names or initials	Names or initials	Names or initials

Assessment Grids

This grid remains the same as the original units. They provide descriptors for pupils working towards the expected level, working at the expected level and working at a greater depth.

Others may use assessment programmes such as INSIGHT which now have the Emmanuel Project assessment descriptors uploaded.

Why do Christians pray to God and worship him?



Solo Taxonomy Hexagons

These hexagons can be used in many ways with KS1 pupils. Some teachers might print them out on a large scale and make them 'floor tiles'. These can be laid out on the floor and pupils stand on them and say something about that image or word. They then step to another tile and say why they are linked.

They can be printed at A4 size, with pupils choosing two and explaining how they connect, developing this to three hexagons if they are able.

Adults could capture the verbal reflections by scribing into a book or scrapbook if those are being used, or the discussions could be captured on video or sound clips.