



Cherry Tree Academy Medium Term RE Cycle A

Autumn 1		
UKS2	What does it mean if Christians believe God is Holy and loving?	
	Year 5	Year 6
	<p>L1: What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God?</p> <p>L2: What does the Bible say God is like?</p> <p>L3: How can ideas of God be expressed in art?</p> <p>L4: How do some Christians respond to a holy and loving God?</p> <p>L5: How do churches and cathedrals reflect Christian ideas about God?</p> <p>L6: What does it mean if Christians believe God is holy and loving?</p>	<p>L1: What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God?</p> <p>L2: What does the Bible say God is like?</p> <p>L3: How can ideas of God be expressed in art?</p> <p>L4: How do some Christians respond to a holy and loving God?</p> <p>L5: How do churches and cathedrals reflect Christian ideas about God?</p> <p>L6: What does it mean if Christians believe God is holy and loving?</p>
Key Concepts to assess	<p>L1: Children will talk about any similarities and differences between the words that they have chosen and the words that Christians often use</p> <p>L2: Children will show how a Christian might feel after reading these texts and what they might teach them about God</p> <p>L3: Children can discuss what they have drawn and how it shows the meaning(s) of the passage and a Christian view of God.</p> <p>L4: Children will write a paragraph each about how these songs link to the texts that they have studied and how they might help a Christian to focus on God being holy and loving.</p> <p>L5: Children to sketch out key areas of the church and label them with the key words and some extracts from the texts</p> <p>L6: Children reflect on the unit question. What does it mean if Christians believe God is holy and loving? Ask pupils to think of as many answers they can, drawing on their learning from the unit.</p>	<p>L1: Children will discuss any similarities and differences between the words they have chosen and those commonly used by Christians to describe God.</p> <p>L2: Children will demonstrate how a Christian might respond emotionally and spiritually after reading these texts, reflecting on the lessons they teach about God.</p> <p>L3: Children can explain their artistic representations and discuss how their drawings convey the meanings found in the passages, reflecting a Christian perspective on God.</p> <p>L4: Children will write a paragraph each analysing how specific songs relate to the texts studied, and how these songs can aid Christians in focusing on God's holiness and love.</p> <p>L5: Children will sketch key areas of a church, labelling them with key words and selected extracts from the texts to illustrate how churches visually express Christian beliefs about God.</p> <p>L6: Children will reflect on the unit's guiding question: What does it mean if Christians believe God is holy and loving? Pupils will generate multiple answers based on their learning from the unit.</p>
Vocabulary	Holy, Omnipresent, Omniscient, Believer, Eternal, Loving, Omnipotent Isaiah, John, Testament	Holy, Omnipresent, Omniscient, Believer, Eternal, Loving, Omnipotent Isaiah, John, Testament
Experiences	Visit to Wakefield Cathedral or local Church.	
SMSC	Spiritual- Reflect on the reasons why some have faith and others chose not to.	



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British Values	Individual Liberty- Discuss how each person has a right to their own beliefs including within the same religion.
School Values	Considerate- be considerate of the beliefs of others.



Autumn 2		
Why do Christians believe that Jesus was the Messiah?		
UKS2	Year 5	Year 6
	<p>L1: What was going on that meant the People of God needed a saviour? L2: What kind of rescuer/Messiah were people expecting? L3: Why do Christians believe Jesus fulfils the expectations of the Messiah? L4: Why do most Christians believe Jesus is the Messiah? L5: How does Christmas fit in with Christian beliefs about Jesus? L6: Why do Christians believe that Jesus was the Messiah?</p>	<p>L1: What was going on that meant the People of God needed a saviour? L2: What kind of rescuer/Messiah were people expecting? L3: Why do Christians believe Jesus fulfils the expectations of the Messiah? L4: Why do most Christians believe Jesus is the Messiah? L5: How does Christmas fit in with Christian beliefs about Jesus? L6: Why do Christians believe that Jesus was the Messiah?</p>
Key Concepts to assess	<p>L1: Children, in groups, list the qualities of someone who might free the people of God from occupation, bring them into a close relationship with God again, and draw all other people back to God too. L2: Children will create a wanted poster or radio advert to illustrate these expectations. L3: Children will formulate four questions they would like to ask Mary and Joseph about the events on the night Jesus was born and the prophecies/expectations. L4: Children will create a report to demonstrate their understanding. L5: Children will develop their own advertising campaign that expresses the Christian meaning of Christmas, including the concepts of Messiah and incarnation. L6: Children will demonstrate their understanding of the unit by answering the question, "Why do Christians believe that Jesus was the Messiah?"</p>	<p>L1: Children, in groups, will collaboratively list the qualities they believe a leader should possess to restore a close relationship with God, and attract others to faith. L2: Children will design a wanted poster or create a radio advert that visually or verbally illustrates the qualities expected of a spiritual leader. They will explain why each quality is crucial and how it relates to the role of bringing people closer to God. L3: Children will formulate four thoughtful questions to ask Mary and Joseph about the events surrounding Jesus' birth, exploring how these events fulfilled prophecies and expectations about the Messiah. L4: Children will create a detailed report to demonstrate their understanding of Jesus as the Messiah. They will explain why his life and teachings are significant for Christians. L5: Children will develop an advertising campaign that creatively expresses the Christian meaning of Christmas. They will focus on explaining the concepts of Messiah and incarnation in ways that are clear and engaging for others. L6: Children will demonstrate their understanding of why Christians believe Jesus was the Messiah. They will provide reasons based on biblical teachings and reflect on the impact of Jesus' life and teachings on the Christian faith today.</p>
Vocabulary	Messiah, Incarnation, Saviour, Immanuel, Micah, Theological Prophecy, Gospel, Prophet, Isaiah	Messiah, Incarnation, Saviour, Immanuel, Micah, Theological Prophecy, Gospel, Prophet, Isaiah



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Experiences	Opportunity to visit a place of worship
SMSC	Social- discuss why some religions are adapting their traditions and how some may disagree with this.
British Values	Mutual Respect- discuss how in society we must all respect the views of others even when they disagree with our own.
School Values	Inclusive- discuss how as a school we welcome everyone regardless of their faith or belief.



Spring 1		
Creation and science, conflicting or complimentary?		
UKS2	Year 5	Year 6
	<p>L1: What can we find out about the creation story in Genesis 1? L2: What might many Christians see as important in Genesis 1? L3: What relationships do scientists have with religious worldviews? L4: How and why do some Christians see both science and religion as important? L5: What are some different Christian views about the relationship between science and religion? L6: Science and religion: conflicting or complementary?</p>	<p>L1: What can we find out about the creation story in Genesis 1? L2: What might many Christians see as important in Genesis 1? L3: What relationships do scientists have with religious worldviews? L4: How and why do some Christians see both science and religion as important? L5: What are some different Christian views about the relationship between science and religion? L6: Science and religion: conflicting or complementary?</p>
Key Concepts to assess	<p>L1: Children will record their understanding of what a theologian is. L2: Children will create their own pictures to share the meaning of Genesis 1 for a Christian, based on Hannah's work. L3: Children will take a scientist and explain that person's worldview. L4: Children will classify the questions in the email to show those that Harry might answer by looking at scientific theories and those that he might answer by looking at the text in Genesis. L5: Children will prepare for a debate on whether they agree or disagree. L6: Children will debate the statement 'Science and Genesis are not opposites' using the notes they wrote in last week's lesson.</p>	<p>L1: Children will record their understanding of what a theologian is and explain why theologians are important in discussing faith and science. L2: Children will create their own pictures to share the meaning of Genesis 1 for a Christian, based on Hannah's work, and compare these interpretations with scientific explanations of the origins of the universe. L3: Children will take a scientist and explain that person's worldview, considering how scientific discoveries and beliefs shape their understanding of existence. L4: Children will classify the questions in the email to show those that Harry might answer by looking at scientific theories and those that he might answer by looking at the text in Genesis, discussing the compatibility and conflicts between science and religion. L5: Children will prepare for a debate on whether they agree or disagree with the statement 'Science and Genesis are not opposites', researching historical and contemporary perspectives to support their arguments. L6: Children will debate the statement 'Science and Genesis are not opposites' using the notes they wrote in last week's lesson, critically evaluating the evidence and presenting reasoned arguments for their position.</p>
Vocabulary	Science, Genesis, Big bang theory, Complementary, Creation, Literal Creator, Conflicting, Interpretation, Theory	Science, Genesis, Big bang theory, Complementary, Creation, Literal Creator, Conflicting, Interpretation, Theory



Cherry Tree Academy Medium Term RE Cycle A

Experiences	Earth Invite a Christian into school to talk to pupils about how they and their church work to bring God's kingdom here to Earth
SMSC	Social- discuss how Christian Aid's work benefits all people, not just those with beliefs.
British Values	Mutual respect and tolerance- discuss how in modern Britain we must have understanding of the beliefs of all people.
School Values	Respect- when interviewing the Christian visitor children will need to be respectful in the questions they ask.



Spring 2		
UKS2	What does it mean to be a Muslim in Britain today?	
	Year 5	Year 6
	<p>L1: How many Muslims and how many mosques are there in Britain? L2: How might the five pillars affect the lives of Muslims in Britain today? L3: Why is Zakah/charity important to Muslims? How is charity important to you? L4/5: Why do Muslims go on pilgrimage? L6: What does it mean to be a Muslim in Britain today?</p>	<p>L1: How many Muslims and how many mosques are there in Britain? L2: How might the five pillars affect the lives of Muslims in Britain today? L3: Why is Zakah/charity important to Muslims? How is charity important to you? L4/5: Why do Muslims go on pilgrimage? L6: What does it mean to be a Muslim in Britain today?</p>
<p>Key Concepts to assess</p> <p>L1: Children will understand the importance of the five pillars of Islam. L2: Children will demonstrate how the five pillars of Islam impact British Muslims today. L3: Children will create an information poster explaining the importance of Zakah that a local mosque could share with the community. L4/5: Children will discuss why Muslims go on pilgrimage. L6: Children will demonstrate their understanding of the unit by answering the question, "What does it mean to be a Muslim in Britain today?"</p>	<p>L1: Children will understand the importance of the five pillars of Islam and explain how they guide the lives of Muslims. L2: Children will demonstrate how the five pillars of Islam impact British Muslims today, providing examples from daily life. L3: Children will create an information poster explaining the importance of Zakah that a local mosque could share with the community, highlighting its significance in both religious and community contexts. L4/5: Children will discuss why Muslims go on pilgrimage, exploring its spiritual significance and personal reflections from those who have undertaken it. L6: Children will demonstrate their understanding of the unit by answering the question, "What does it mean to be a Muslim in Britain today?" They will draw on their learning to describe the challenges and contributions of British Muslims in contemporary society.</p>	
<p>Vocabulary</p> <p>Muslim, Ibadah, Submission, Ramadan, Shahadah, Salah, Sawm, Zakah, Hajj, Pilgrimage</p>	<p>Muslim, Ibadah, Submission, Ramadan, Shahadah, Salah, Sawm, Zakah, Hajj, Pilgrimage</p>	
<p>Experiences</p> <p>Invite an Imam and some members of a local congregation into school to talk to pupils about the importance of the resurrection story for them as a community</p>		
<p>SMSC</p> <p>Cultural/Moral- discuss how Easter is celebrated by non-Christians as part of British Culture.</p>		
<p>British Values</p> <p>Mutual Respect- discuss how Easter is a Christian festival that is celebrated by many people including those who are not Christian- but we must all respect the importance to Christians.</p>		
<p>School Values</p> <p>Inclusive-Easter is a festival celebrated by religious and non-religious people.</p>		



Summer 1		
UKS2	What matters most to Humanists and Christians?	
	Year 5	Year 6
	<p>L1: What matters most to Humanists and to Christians? Rules: Do we need them? Who breaks them?</p> <p>L2/3: Who is a Humanist? What codes for living do non-religious people use?</p> <p>L4: What values matter most to Christians? How do they show these values? How can our different values be discussed?</p> <p>L5: How do Humanists and Christians know how to act? What do they base their decisions on?</p> <p>L6: What matters most to Humanists and to Christians?</p>	<p>L1: What matters most to Humanists and to Christians? Rules: Do we need them? Who breaks them?</p> <p>L2/3: Who is a Humanist? What codes for living do non-religious people use?</p> <p>L4: What values matter most to Christians? How do they show these values? How can our different values be discussed?</p> <p>L5: How do Humanists and Christians know how to act? What do they base their decisions on?</p> <p>L6: What matters most to Humanists and to Christians?</p>
Key Concepts to assess	<p>L1: Children design a code for living aimed at creating a happier world.</p> <p>L2/3: Children explore who Humanists are and the principles guiding their ethical decisions.</p> <p>L4: Children create an image of a tree, depicting its roots, trunk, branches, and bearing fruit. They will write on the fruit the words representing good actions.</p> <p>L5: Children demonstrate their understanding by comparing the perspectives of Humanists and Christians.</p> <p>L6: Children showcase their understanding of the unit by answering the question: "What matters most to Humanists and to Christians?"</p>	<p>L1: Children will collaboratively design a personal code for living aimed at fostering a happier world and discuss its potential impact on themselves and others.</p> <p>L2/3: Children will investigate who Humanists are, exploring their ethical frameworks and comparing them with religious codes for living.</p> <p>L4: Children will create an intricate image of a tree, illustrating its roots, trunk, branches, and bearing fruit. They will inscribe on the fruit the virtues and values they choose to represent good actions in society.</p> <p>L5: Children will deepen their understanding by critically comparing how Humanists and Christians derive their moral guidelines and make ethical decisions in everyday life.</p> <p>L6: Children will demonstrate their comprehensive understanding of the unit by addressing the question: "What matters most to Humanists and to Christians, and how does this influence their actions and beliefs?"</p>
Vocabulary	Humanist, Non-religious, Belief, Moral, Golden rule, Humanism, Worldview, Christian, Values, Authority	Humanist, Non-religious, Belief, Moral, Golden rule, Humanism, Worldview, Christian, Values, Authority



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Experiences	Speak to a person from Christian Aid Q+A session via X.
SMSC	Social- what would the world be without any rules?
British Values	Rule of Law- Christians use the 10 commandments as a basis for how they live their lives. How important are rules in helping us live lives we want to lead.
School Values	Resilient- Moses and his people were resilient, how can we be resilient when times are challenging?



Summer 2		
Why do Hindus want to be good?		
UKS2	Year 5	Year 6
	<p>L1: Who or what is Brahman? L2: What is atman? What can be learned about atman through a Hindu story? L3: What is samsara? Why is atman important? What else is important? L4: How might dharma affect the way someone lives their life? L5: What is ahimsa, and how does it affect the lives of Hindu people? L6: Why do Hindus strive to be good?</p>	<p>L1: Who or what is Brahman? L2: What is atman? What can be learned about atman through a Hindu story? L3: What is samsara? Why is atman important? What else is important? L4: How might dharma affect the way someone lives their life? L5: What is ahimsa, and how does it affect the lives of Hindu people? L6: Why do Hindus strive to be good?</p>
Key Concepts to assess	<p>L1: Children explain that in Hindu belief, all animals and humans have a spark of Brahman inside them. This spark of Brahman inside each living creature is called 'atman'. L2: Children will storyboard the story with pictures and captions. L3: Children will explain why samsara and atman are important. L4: Children will explain how dharma can affect people's lives. L5: Children will write a short report about a charity that exemplifies Ahimsa. L6: Children demonstrate their understanding of the unit by answering the question, "Why do Hindus want to be good?"</p>	<p>L1: Children explain that in Hindu belief, all animals and humans have a spark of Brahman inside them. This spark of Brahman inside each living creature is called 'atman'. L2: Children will storyboard the story with pictures and captions to illustrate the journey of atman through samsara. L3: Children will explain why samsara (the cycle of birth, death, and rebirth) and atman (the individual soul) are central concepts in Hinduism, emphasising their significance for understanding human existence and spiritual growth. L4: Children will explain how dharma, the moral duty and ethical responsibility in Hinduism, influences the decisions and actions of individuals, shaping their lives and interactions. L5: Children will write a short report about a charity that embodies Ahimsa, the principle of non-violence and compassion towards all living beings in Hinduism and discuss how this charity promotes peace and social harmony. L6: Children demonstrate their understanding of the unit by answering the question, "Why do Hindus strive to live ethically and uphold values like dharma and Ahimsa?" They will draw on their learning to articulate the importance of these principles in Hindu beliefs and practices.</p>
Vocabulary	Dharma, Samsara, Reincarnation, Atman, Duty, Karma, Moksha, Brahman, Ahimsa, Deity	Dharma, Samsara, Reincarnation, Atman, Duty, Karma, Moksha, Brahman, Ahimsa, Deity



Cherry Tree Academy Medium Term RE Cycle A

Experiences	Children to take part in a debate on the
SMSC	Spirituality- the world is full of different religions and non religions- how can we learn to live in harmony?
British Values	Individual liberty- we all have the right to choose our own beliefs.
School Values	Inclusive- we are all different and that is what makes us special.