



Cherry Tree Academy Medium Term RE Cycle A

Autumn 1		
What do Christians believe God is like?		
KS1	Year 1	Year 2
	L1: What is a parable and who told them? L2: What do Christians learn from parables? L3: How might Christians pray? L4: What happens in the story of Jonah and the big fish? L5: What do the parables tell Christians about what God is like? L6: What do Christians believe God is like?	L1: What is a parable and who told them? L2: What do Christians learn from parables? L3: How might Christians pray? L4: What happens in the story of Jonah and the big fish? L5: What do the parables tell Christians about what God is like? L6: What do Christians believe God is like?
<b>Key Concepts to assess</b>	L1: Children can say that a parable is. Children can say who Christians believe told parables. L2: Children can say what Christians learn from parables. Children can say what Christians learn from the parable of the lost son. L3: Children can name some of the different prayer types used by Christians. L4: Children can recall the story of Jonah and the big fish. L5: Children can say what the story of Jonah and the big fish tells Christians about God. L6: End point assessment of all above.	L1: Children can say that a parable is. Children can say who Christians believe told parables and recognise that they are told for a reason. L2: Children can say what Christians learn from parables. Children can recall and retell the parable of the lost sheep. Children can say what Christians learn from the parable of the lost son. L3: Children can name some of the different prayer types used by Christians. Children can talk about forgiveness and why this is an important part of Christianity. L4: Children can recall the story of Jonah and the big fish. Children can make links between this parable and others they have heard. L5: Children can say what the story of Jonah and the big fish tells Christians about God. Children can talk about the important of stained glass in churches. L6: End point assessment of the above.
<b>Vocabulary</b>	Forgiving, prodigal, worship, Nineveh, loving, father, parable, Jonah, God, Holy	Forgiving, prodigal, worship, Nineveh, loving, father, parable, Jonah, God, Holy, Christian, Jesus, religion
<b>Experiences</b>		
<b>SMSC</b>	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
<b>British Values</b>	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
<b>School Values</b>	Considerate Inclusive	



Cherry Tree Academy Medium Term RE Cycle A

Autumn 2		
Why does Christmas matter to Christians?		
KS1	Year 1	Year 2
	L1: Who was Jesus? L2: What happened in the story of the birth of Jesus? L3: Was Jesus born where people would have expected? L4: Why is waiting and preparing for Christmas important to many Christians? L5: What do some people like to say thank you for at Christmas? L6: How do people use the story of the nativity to guide their beliefs at Christmas?	L1: Who was Jesus? L2: What happened in the story of the birth of Jesus? L3: Was Jesus born where people would have expected? L4: Why is waiting and preparing for Christmas important to many Christians? L5: What do some people like to say thank you for at Christmas? L6: How do people use the story of the nativity to guide their beliefs at Christmas?
<b>Key Concepts to assess</b>	L1: Children know what incarnation is. L2: Children can recall some of the events in the Christmas story. L3: Children can recall where Jesus was born. L4: Children know what advent is. L5: Children know what thankful means and can think about what they might be thankful for. L6: Children can say why Jesus is so special to many Christians.	L1: Children know what incarnation is and can relate this to Jesus and Christianity. L2: Children can recall and retell the Christmas story. L3: Children can recall where Jesus was born and talk about why this was an unusual place for him to be born. L4: Children know what advent is and what happens during this time. L5: Children know what thankful means and can think about what they and other people might be thankful for. L6: Children can say why Jesus is special to many Christmas and talk about the significance of Christmas.
<b>Vocabulary</b>	Incarnation, Jesus, Mary, Joseph, Shepherds, Advent, Secular, Religious, Birth, Celebration	Incarnation, Jesus, Mary, Joseph, Shepherds, Advent, Secular, Religious, Birth, Celebration, Angels, Bethlehem, meaning, special, festival, celebration
<b>Experiences</b>		
<b>SMSC</b>	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
<b>British Values</b>	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
<b>School Values</b>	Considerate Inclusive	



Spring 1		
Who do Christians say made the world?		
KS1	Year 1	Year 2
	L1: What is a creator and what does it take to be a creator? L2: What happens in the Christian story of the creation of the world? L3: If God made the world how should people live? L4: How do Christians say thank you to God and what might they say thank you for? L5: How do windows in churches tell stories? L6: Who do Christians say made the world?	L1: What is a creator and what does it take to be a creator? L2: What happens in the Christian story of the creation of the world? L3: If God made the world how should people live? L4: How do Christians say thank you to God and what might they say thank you for? L5: How do windows in churches tell stories? L6: Who do Christians say made the world?
<b>Key Concepts to assess</b>	L1: Children can think of ways a Christian might describe the creator of the world. L2: Children can name some of the things that are in the Christian story of creation. With some support children can retell the Christian story of creation. With some support children can place the Christian story of creation on a timeline. L3: Children can say what Christians believe about looking after the world. L4: Children can name some things that Christians might want to say thank you for in the world. Children know that harvest festival is a time when Christians say thank you to God. L5: Children know why Churches have stained glass windows that show the creation story. L6: End point assessment of all of above.	L1: Children can think of ways a Christian might describe the creator of the world. Children can think of the skills a creator would need. L2: Children can name the things that are in the Christian story of creation. Children can retell the Christian story of creation. Children can place the Christian story of creation on a timeline. L3: Children can say what Christians believe about looking after the world. Children can say how they can look after the world. L4: Children can name some things that Christians might want to say thank you for in the world. Children know that harvest festival is a time when Christians say thank you to God. L5: Children know why Churches have stained glass windows that show the creation story. Children can say why they think this is. L6: End point assessment of all of above.
<b>Vocabulary</b>	Creation, World, Belief, Thank, Harvest, God, Believe, Bible, Genesis, Praise	Creation, World, Belief, Thank, Harvest, God, Believe, Bible, Genesis, Praise, Religion, Spiritual, Reflect
<b>Experiences</b>		
<b>SMSC</b>	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
<b>British Values</b>	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
<b>School Values</b>	Considerate Inclusive	



Cherry Tree Academy Medium Term RE Cycle A

Spring 2		
Who is a Muslim and how to they live? (Part 1)		
KS1	Year 1	Year 2
	L1: What do Muslims think about God? L2: What do Muslims think about God and what do some of the beautiful 99 names for God mean? L3: What are the five Pillars or Islam and what does the first pillar tell us about Muslim beliefs? L4: Why is the Prophet Muhammed so important to Muslims and what was he like? L5: Why is the Prophet Muhammed so important to Muslims? L6: How doe Muslims care for the Qu’ran and why?	L1: What do Muslims think about God? L2: What do Muslims think about God and what do some of the beautiful 99 names for God mean? L3: What are the five Pillars or Islam and what does the first pillar tell us about Muslim beliefs? L4: Why is the Prophet Muhammed so important to Muslims and what was he like? L5: Why is the Prophet Muhammed so important to Muslims? L6: How doe Muslims care for the Qu’ran and why?
<b>Key Concepts to assess</b>	L1: Children know that Allah is the Arabic word for God and that Muslims believe in Allah. Children know that there are 99 names for Allah. L2: Children know that there are 99 names for Allah and can name some. Children can recall some of the Muslim ideas about God. L3: Children know that there are five pillars of Islam. Children know the Arabic word for the first pillar of Islam. L4: Children can retell the story of Muhammed and the cats. L5: Children know why Mount Hira is so important to Muslim. Children know what happened to the Prophet Muhammed on Mount Hira. L6: Children know some ways that Muslims care for the Qu’ran.	L1: Children can say why the number 99 is important to Muslims and link this to Allah. Children know that Allah is the Arabic word for God and that Muslims believe in Allah. L2: Children know there are 99 names for Allah, can name some and talk about what they tell us about God. Children can recall some of the Muslim ideas about God. L3: Children know that there are five pillars of Islam. Children know the Arabic word for the first pillar of Islam and can talk about why this is important. L4: Children can retell the story of Muhammed and the cats and can say how the stories tells us about what the Prophet Muhammed was like. L5: Children know why Mount Hira is so important to Muslim. Children know what happened to the Prophet Muhammed on Mount Hira. Children know how the story of Mount Hira in linked to the Muslim holy book. L6: Children know some ways that Muslims care for the Qur’an and why.
<b>Vocabulary</b>	Shahadah, Muslims, Haij, Islam, Sawm, Salah, Ramadan, Prophet	Shahadah, Zakat, Muslims, Haij, Islam, Sawm, Salah, Tawhid, Ramadan, Prophet, Religion, World
<b>Experiences</b>		
<b>SMSC</b>	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
<b>British Values</b>	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
<b>School Values</b>	Considerate      Inclusive	



Cherry Tree Academy Medium Term RE Cycle A

Summer 1		
KS1	Who is a Muslim and how do they live? (Part 2)	
	Year 1	Year 2
	<p>L1: Why is the Prophet Muhammed so important to Muslims?            L2: How are the five Pillars of Islam linked to worship?            L3: What can we find out about prayer in Islam?            L4: How do teachings from the Qur'an help Muslims to lead their lives in worship to Allah?            L5: How do fasting and giving help Muslims to worship Allah?            L6: Who is a Muslim and how do many Muslims live?</p>	<p>L1: Why is the Prophet Muhammed so important to Muslims?            L2: How are the five Pillars of Islam linked to worship?            L3: What can we find out about prayer in Islam?            L4: How do teachings from the Qur'an help Muslims to lead their lives in worship to Allah?            L5: How do fasting and giving help Muslims to worship Allah?            L6: Who is a Muslim and how do many Muslims live?</p>
<b>Key Concepts to assess</b>	<p>L1: Children know that Muslims believe that the Prophet Muhammed was the final prophet and how his experiences on Mount Hira are linked to the Qur'an.            L2: Children know that Muslims follow the five Pillars of Islam to worship Allah. Children can name about each Pillar.            L3: Children know that Muslim people aim to pray to Allah five times each day. Children can talk about some of the things Muslim do before and during prayer.            L4: Children can say ways to care of the Qur'an and can name some facts about it. Children know that the Qur'an contains many teachings.            L5: Children know what happens on Ramadan and why it is special.            L6: End point assessment of all of the above.</p>	<p>L1: Children know that Muslims believe that the Prophet Muhammed was the final prophet and how his experiences on Mount Hira are linked to the Qur'an. Children know how Muslims care of the world and why.            L2: Children know that Muslims follow the five Pillars of Islam to worship Allah. Children can talk about each Pillar and think of ways Muslims worship throughout their lives.            L3: Children know that Muslim people aim to pray to Allah five times each day. Children can talk about some of the things Muslim do before and during prayer and why.            L4: Children can say ways to care of the Qur'an and can name some facts about it. Children know that the Qur'an contains many teachings that many Muslims learn to help them live their lives as Allah wanted them to.            L5: Children know what happens on Ramadan and why it is special.            L6: End point assessment of all of the above.</p>
<b>Vocabulary</b>	Muslim, Shahadah, Zakat, Islam, Prophet, Salah, Sawm, Ramadan, Allah	Muslim, Shahadah, Zakat, Islam, Prophet, Salah, Sawm, Ramadan, Allah, Mosque, Qur'an, holy
<b>Experiences</b>		
<b>SMSC</b>	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
<b>British Values</b>	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
<b>School Values</b>	Considerate Inclusive	



Summer 2		
KS1	What does it mean to belong to a faith community?	
	Year 1	Year 2
	L1: What does it mean to belong to a faith community? Do we all belong to something? L2: How do Christians and Muslims show that they belong? L3: How do Christian, Muslim and Jewish people show that they belong? L4: What do different worldviews say about how valuable people are? L5: How do Muslims and Christians welcome a new baby? L6: How do people show that they belong to one another?	L1: What does it mean to belong to a faith community? Do we all belong to something? L2: How do Christians and Muslims show that they belong? L3: How do Christian, Muslim and Jewish people show that they belong? L4: What do different worldviews say about how valuable people are? L5: How do Muslims and Christians welcome a new baby? L6: How do people show that they belong to one another?
<b>Key Concepts to assess</b>	L1: Children know what it means to belong. Children can name things that they belong to. L2: Children know some items that show belonging in Christianity. Children know some items that show belonging in Islam. L3: Children know that Shabbat is a special time for Jewish people and can talk about some of the things that happen during Shabbat. L4: Children can tell the story of the lost coin. Children can talk about what the story of the lost coin teaches Christians today. L5: Children can talk about how Christian and Muslim communities welcome a new baby. L6: Children can talk about how some people show they belong to one another. Children can explain some things that happen at a Christian wedding. Children can explain some things that happen at a Hindu wedding.	L1: Children know what it means to belong. Children can name things that they belong to. Children can talk about how things show you belong. L2: Children know some items that show belonging in Christianity and can talk about why they are special. Children know some items that show belonging in Islam and can talk about why they are special. L3: Children know that Shabbat is a special time for Jewish people and can talk about how Jewish people show they belong at Shabbat. L4: Children can tell the story of the lost coin. Children can talk about what the story of the lost coin teaches Christians today. Children can make links between different faiths. L5: Children can talk about how Christian and Muslim communities welcome a new baby. Children can compare the two and make links. L6: Children can talk about how some people show they belong to one another. Children can explain some things that happen at a Christian wedding. Children can explain some things that happen at a Hindu wedding. Children can make links between the two faiths.
<b>Vocabulary</b>	Community, Muhammad, Shabbat, Allah, Ichthus, Faith, Baptism, Agigah, Parable, wedding	Community, Muhammad, Shabbat, Allah, Ichthus, Faith, Baptism, Agigah, Parable, wedding, commit, belong, worldview
<b>Experiences</b>		
<b>SMSC</b>	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
<b>British Values</b>	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
<b>School Values</b>	Considerate      Inclusive	



LKS2	Autumn 1	
	What kind of world did Jesus want?	
	Year 3	Year 4
	L1: What is 'Gospel'? L2: How were the first disciples chosen? L3: What is an Evangelist? L4: How did Jesus act? What example did he set? L5: What is 'The Parable of the Good Samaritan'? L6: What kind of world did Jesus want?	
<b>Key Concepts to assess</b>	L1: Children know what 'Gospel' is and that the gospels are written about four of Jesus's disciples. L2: Children know how the first disciples were chosen. L3: Children can describe what an Evangelist is. L4: Children can talk about how Jesus acted and the example he set for others. L5: Children can retell the parable of the Good Samaritan. L6: Children will: remember the names of the first four followers, explain what it means to be 'fishers of men' and make connections between Jesus's teaching and the story of leprosy.	L1: Children know what 'Gospel' is, what the first four gospels of the New Testament are called. L2: Children know how the first disciples were chosen and can discuss how someone might respond to that same request today. L3: Children can describe and Evangelist and talk about the skills they would need. L4: Children can provide examples from Bible stories of the example Jesus set. L5: Children can retell the parable of the Good Samaritan and make links to how this teaching could change the world. L6: Children will: remember the names of the first four followers, explain what it means to be 'fishers of men', make connections between Jesus's teaching and the story of leprosy, and make comparisons between 'fishers of men' and modern-day vicars.
<b>Vocabulary</b>	Jesus, follower, parable, Samaritan, gospel, disciples	clergy, Galilee, Evangelist
<b>Experiences</b>		
<b>SMSC</b>		
<b>British Values</b>	Mutual respect, Tolerance	
<b>School Values</b>	Respectful, Honest, Considerate, Inclusive	



LKS2	Autumn 2	
	What is the Trinity and why is it important for Christians?	
	Year 3	Year 4
	L1: What is the Trinity? L2: How is the Trinity shown in the biblical story of the baptism of Jesus? L3: Why is the biblical story of the baptism of Jesus important for many Christians? L4: Why do Christians get baptised? L5: What might affect a Christian's decisions about baptism? L6: What is the Trinity and why is it important to Christians?	
<b>Key Concepts to assess</b>	L1: Children can explain what the Trinity is and what it means to Christians. L2: Children can recap the Trinity, discuss the biblical story of Jesus and explain similarities and differences in artwork that depicts the baptism of Christ. L3: Children can create their own artwork to share the story of John the Baptist. L4: Children can discuss a baptism and what it means to be baptised. L5: Children can explain the difference between an infant baptism and a believer's baptism. L6: Assessment	L1: Children can identify the Trinity within the story of John the Baptist. L2: Children can discuss the biblical story of Jesus, including the Trinity and state why people might create artwork to show key religious events. L3: Children can create their own artwork to share the story of John the Baptist and share the meaning of the Trinity for a Christian. L4: Children understand why Christians are baptized and can make clear links between a baptism and the Bible. L5: Children can give a clear definition of an infant baptism and a believer's baptism and give reasons why a Christian may choose each one. L6: Assessment
<b>Vocabulary</b>	Trinity, Holy Spirit, Baptist, baptism, Father, Jesus	Messiah, believer's baptism, infant baptism, scripture, denomination
<b>Experiences</b>	Christmas performances, carol service, trip to Wakefield cathedral	
<b>SMSC</b>		
<b>British Values</b>	Mutual respect, Tolerance	
<b>School Values</b>	Respectful, Honest, Considerate, Inclusive	





LKS2	Spring 1	
	What do Christians learn from the creation story?	
	Year 3	Year 4
	<p>L1: Where does Creation belong in the 'Big Story' of the Bible?            L2: What kind of world do Christians believe in? What do we mean by good?            L3: How have Christians interpreted looking after the world?            L4: How do different Christians think about and look after the environment?            L5: What do Christians mean by 'The Fall'?            L6: What do many Christians learn from the stories of 'Creation' and 'The Fall'?</p>	
<b>Key Concepts to assess</b>	<p>L1: Children know that Christians see the Bible as one overall story, with lots of little stories within it, and can talk about the Creation story.            L2: Children can identify what parts of God's creation are noted as 'good' and describe the kind of world a Christian would believe in.            L3: Children can describe how Christians have interpreted looking after the world, using some Bible references.            L4: Children can identify and describe how Christians look after the environment.            L5: Children can retell the story of 'The Fall' and can explain what temptation means.            L6: What do many Christians learn from the stories of 'Creation' and 'The Fall'?</p>	<p>L1: Children know that Christians see the Bible as one overall story and can name the five parts as God, Creation, Incarnation, Gospel and Salvation. They can talk about the Creation story and its importance.            L2: Children can discuss the 'good' part of God's creation story and describe the kind of world a Christian would believe in. They can engage in a debate to justify what 'good' means to a Christian.            L3: Children can use the Bible to explain how Christians look after the world.            L4: Children can describe how Christians look after the environment and make references to the Bible to explain why.            L5: Children can talk about temptation and make links between this Bible story and their own lives.            L6: What do many Christians learn from the stories of 'Creation' and 'The Fall'?</p>
<b>Vocabulary</b>	creation, big story, responsibility, sin, fall, temptation	Catholic, steward, interpret, Genesis
<b>Experiences</b>		
<b>SMSC</b>		
<b>British Values</b>	Mutual respect, Tolerance	
<b>School Values</b>	Respectful, Honest, Considerate, Inclusive	



<b>LKS2</b>	Spring 2	
	How do festivals and worship show what matters to a Muslim?	
	<b>Year 3</b>	<b>Year 4</b>
	<p>L1: How do festivals and family life show what matters to a Muslim?            L2: What does the opening chapter of the Qur'an teach Muslims about God?            L3: Why does prayer matter to Muslims?            L4: Why is the mosque a special place for Muslims?            L5: Why do Muslims celebrate at the end of Ramadan?            L6: How do festivals and worship show what matters to a Muslim?</p>	
<b>Key Concepts to assess</b>	<p>L1: Children can discuss the 5 pillars of Islam and understand the importance of trusting Allah in Islam.            L2: Children can discuss the first chapter of the Qur'an and identify what it teaches Muslims about God.            L3: Children can use what they have learned to explain why prayer matters to Muslims.            L4: Children know what a mosque is, can describe it and identify why it is a special place.            L5: Children can talk about what Ramadan means and describe the celebration of Eid.            L6: Assessment</p>	<p>L1: Children can talk confidently about the 5 pillars of Islam, they know how important it is for a Muslim to trust Allah and can make links between this and their own beliefs.            L2: Children can talk about Tawhid and what this means in relation to other religions.            L3: Children can describe the importance of Salah and sequence the ritual of wudu in their explanation of Muslim prayer.            L4: Children can carry out research to find out what happens in a mosque and why it is so special to the Muslim community.            L5: Children can use the pillar of Sawm to explain the importance of fasting. They can discuss in detail what happens during Ramadan and the celebration of Eid.            L6: Assessment</p>
<b>Vocabulary</b>	Prophet, Muhammad, Allah, fasting, Qur'an, Ramadan, Eid	Tawhid, Salah, Sawm
<b>Experiences</b>	Visit to school from an Imam	
<b>SMSC</b>		
<b>British Values</b>	Mutual respect, Tolerance	
<b>School Values</b>	Respectful, Honest, Considerate, Inclusive	



LKS2	Summer 1	
	For Christians, when Jesus left; what was the impact of the Pentecost?	
	Year 3	Year 4
	L1: What is the Pentecost? L2: What were the key events of the Pentecost? L3: Can religious artwork help Christians to understand the importance of the Pentecost? L4: What is the impact of the gift of the Holy Spirit on Christians today? L5: What is the Lord's prayer and why is it important? L6: What is the importance of the Corinthians?	
Key Concepts to assess	L1: Children can retell the main events from Acts 2:1-15, Acts 2: 22 and Acts 2: 37-41 L2: Children can research key events of the Pentecost and share their own thoughts on the key events. L3: Children can state which events from the Pentecost they can see in different pieces of artwork and justify which images would help people to understand the story. L4: Children can explain, using examples of Christianity, the impact of the gift of the Holy Spirit. L5: Children can recite elements of the Lord's prayer and explain why it's important. L6: Children can talk about what the main message is and why the people of Corinth needed this message.	L1: Children can discuss the emotions that the disciples might have been feeling during the events of the Pentecost and explain why using references from the text. L2: Children can decide which artwork best depicts the key events of the Pentecost and can decide which would be the most useful by reflecting on the story itself. L3: Children can evaluate a range of artwork that depicts the story, create their own artwork and reflect on which events need to be included in order to understand the story. L4: Children can use examples from Acts 2:42 to explain the impact of the gift of the Holy Spirit. L5: Children can recite the Lord's prayer, and make links between this and the Christian view of heaven. L6: Children can discuss what might have made Paul write this message and the reason behind it.
Vocabulary	Pentecost, disciples, Holy Spirit, Trinity, baptized	Lord's prayer, tongues, acts, Apostles
Experiences		
SMSC		
British Values	Mutual respect, Tolerance	
School Values	Respectful, Honest, Considerate, Inclusive	



LKS2	Summer 2	
	What does it mean to be a Hindu in Britain today?	
	Year 3	Year 4
	L1: What is Hindu Dharma? L2: How and why do many Hindus perform Puja? L3: What can we learn from the story of King Yudhishtira? L4: What does the Ramayana tell Hindus about dharma? L5: How and why do many Hindus celebrate Diwali? L6: Can I plan a Diwali celebration for my local community?	
Key Concepts to assess	L1: Children can explain how being Hindu affects how somebody lives and practices their religion. L2: Children can explain what puja and Brahman are and how Hindus connect with Brahman throughout their day. L3: Children can retell the story of King Yudhishtira and identify the main message of the story. L4: Children can talk about how three key characters follow their dharma in the Ramayana. L5: Children can talk about how and why Hindus celebrate Diwali. L6: Children can plan a Diwali celebration.	L1: Children can discuss Sanatana Dharma, the diversity of Hindu life and culture in the UK L2: Children can talk about puja, how it is connected to Brahman and the importance of it in the Hindu religion. L3: Children can retell the two key quotes from The Mahabharata and explain why they are important. L4: Children can describe what the meaning of the Ramayana is and how people can follow their dharma in everyday life. L5: Children can plan a celebration of Diwali that includes reasons for why we should celebrate. L6: Children can plan a Diwali celebration and complete funding bid sheets to justify why it is important that we all celebrate together.
Vocabulary	Hindu, puja, Brahman, shrine, dharma, Diwali, deity.	Ramayana, Rama, Sita, Mandir
Experiences		
SMSC		
British Values	Mutual respect, Tolerance	
School Values	Respectful, Honest, Considerate, Inclusive	



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>
<b>Key Concepts to assess</b>	<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>
<b>Vocabulary</b>	Holy, Omnipresent, Omniscient, Believer, Eternal, Loving, Omnipotent Isaiah, John, Testament	Holy, Omnipresent, Omniscient, Believer, Eternal, Loving, Omnipotent Isaiah, John, Testament
<b>Experiences</b>	Visit to Wakefield Cathedral or local Church.	
<b>SMSC</b>	Spiritual- Reflect on the reasons why some have faith and others chose not to.	



## Cherry Tree Academy Medium Term RE Cycle A

<b>British Values</b>	Individual Liberty- Discuss how each person has a right to their own beliefs including within the same religion.
<b>School Values</b>	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>
<b>Key Concepts to assess</b>	<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>
<b>Vocabulary</b>	Messiah, Incarnation, Saviour, Immanuel, Micah, Theological Prophecy, Gospel, Prophet, Isaiah	Messiah, Incarnation, Saviour, Immanuel, Micah, Theological Prophecy, Gospel, Prophet, Isaiah



Cherry Tree Academy Medium Term RE Cycle A

<b>Experiences</b>	Opportunity to visit a place of worship
<b>SMSC</b>	Social- discuss why some religions are adapting their traditions and how some may disagree with this.
<b>British Values</b>	Mutual Respect- discuss how in society we must all respect the views of others even when they disagree with our own.
<b>School Values</b>	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>
<b>Key Concepts to assess</b>	<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>
<b>Vocabulary</b>	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

<b>Experiences</b>	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
<b>SMSC</b>	Social- discuss how Christian Aid's work benefits all people, not just those with beliefs.
<b>British Values</b>	Mutual respect and tolerance- discuss how in modern Britain we must have understanding of the beliefs of all people.
<b>School Values</b>	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><b>Key Concepts to assess</b></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><b>Vocabulary</b></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><b>Experiences</b></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><b>SMSC</b></p> <p>Cultural/Moral- discuss how Easter is celebrated by non-Christians as part of British Culture.</p>		
<p><b>British Values</b></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><b>School Values</b></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>
<b>Key Concepts to assess</b>	<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>
<b>Vocabulary</b>	Humanist, Non-religious, Belief, Moral, Golden rule, Humanism, Worldview, Christian, Values, Authority	Humanist, Non-religious, Belief, Moral, Golden rule, Humanism, Worldview, Christian, Values, Authority



Cherry Tree Academy Medium Term RE Cycle A

<b>Experiences</b>	Speak to a person from Christian Aid Q+A session via X.
<b>SMSC</b>	Social- what would the world be without any rules?
<b>British Values</b>	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.
<b>School Values</b>	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>
<b>Key Concepts to assess</b>	<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>
<b>Vocabulary</b>	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

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