

CHERRY TREE ACADEMY

RELIGIOUS EDUCATION



Subject Statement Religious Education



Rationale	<p>"The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own." Wakefield Agreed Syllabus for RE.</p>
Vision for the curriculum	<p>At Cherry Tree Academy, we aim to develop children's skills of enquiry, debate and reflection in order for them to become well-rounded, tolerant members of society who can embrace difference and show respect and understanding for their own and other beliefs. Children are taught about a range of religions and learn to respect and ask questions about different religions, traditions and cultures around the world. Our school ethos is one of inclusion and respect and we encourage children to enquire and ask questions in order to impact on their spiritual, moral, social and cultural development.</p> <p>During religious education lessons, children are given opportunities to explore their own values, our school values and the values of others by asking questions and engaging in a range of practical activities such as role-play, drama, music, art and writing.</p>
Intent	<p>Religious education provides children the opportunities to explore challenging questions about the meaning and purpose of life, to explore beliefs about God, issues of right and wrong and ultimately what it means to be human.</p> <p>In RE children we learn:</p> <ul style="list-style-type: none"> • About and from a range of religions from a local, national and global context. • To evaluate ideas, information and viewpoints from different sources and express their own opinions learning to agree or disagree respectfully. • Systematic knowledge and understanding of a range of religious and non-religious worldviews. • To reflect upon their own personal responses to the fundamental human questions to which religious and non-religious worldviews respond. • To articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.
Implementation	<p>RE is taught in a discrete lesson each week which is supplemented by regular RE focussed assembly sessions. Learning is mapped out on our long-term and medium-term plans. Each lesson has a clear enquiry question and there is a focus on developing and understanding key vocabulary in each lesson. RE is planned to meet the legal requirements and is based on Wakefield Agreed Syllabus. The NATRE (National Association of Teachers of Religious Education) resources are used to deliver our curriculum.</p>
Impact	<p>Through the RE curriculum, children will acquire knowledge and understanding of religions and world views. They will develop a range of key vocabulary that will support them to speak with confidence and clarity about what they have learned. Children will also be able to compare similarities and differences between different world faiths and views. Children will be able to understand how religion impacts upon the way people live and influences their family lives and traditions.</p> <p>Our RE curriculum supported our wider ethos and Personal Development offer and as a result of this our children will show tolerance and respect to others and value their belief system. They will develop the skills to be able to understand viewpoints of others and being able to evaluate their own thinking in light of others' opinions.</p>
Pedagogical Approach	<p>We deliver our RE lessons using supporting resources from NATRE. Each lesson follows the principles of 'The Cherry Tree Way of Teaching and Learning' which is underpinned by Rosenshine's Principles of Instruction.</p> <p>Each lesson begins with retrieval to support children in securing knowledge in their long-term memories. Lessons then move on to the new learning (with an emphasis on exploring</p>

	<p>vocabulary, modelling and scaffolding of small chunks of new content). Teachers will check understanding through independent, group or paired work, make links to the bigger picture and assess understanding. A range of teaching approaches will be used to engage learners including lots of opportunities for purposeful partner talk (PPT) and oral rehearsal.</p>
Adaptation for SEND learners	<p>At Cherry Tree Academy, we use a number of strategies to support children with SEND. Strategies include:</p> <p><u>Scaffolding</u></p> <ul style="list-style-type: none"> • Support for SEND children with learning vocabulary; this may include over-learning, flash cards and word mats. • Spelling and word level support through word banks (including the use of communication in print) • Use of sentence making activities to reduce cognitive load. • Use of 'You say, I write' for children that might find it difficult to start writing. • Scaffolding follows a 'I do, we do, you do' approach. <p><u>Explicit Instruction</u></p> <ul style="list-style-type: none"> • Pupils may be supported in their thought process, e.g. using the Key Stage One approach: Think one sentence at a time, say your sentence three times, write your sentence, check your sentence using Magic 5 (capital letter, finger spaces, best handwriting, does it make sense, punctuation) • Clear modelling from adults in class – modelling thinking and modelling expected outcomes. • Visual aids and concrete examples (where necessary) will be used to support learning. <p><u>Cognitive and Metacognitive Strategies</u></p> <ul style="list-style-type: none"> • Tasks are 'chunked' into smaller steps. • Vocabulary prompts may be used to support. • Depending on ability, children with SEND may be asked to evaluate their own progress and discuss what they can do to move their learning forward. <p><u>Flexible Grouping/Fading</u></p> <ul style="list-style-type: none"> • Children will be grouped flexibly depending on the task. Temporary groups may be established to support learning a particular concept. • Buddy systems may be put in place to support with certain tasks. • Guided teacher groups to focus on specific skills or difficulties. <p><u>Use of technology / physical resources</u></p> <ul style="list-style-type: none"> • Tasks set may include useful apps / websites to move learning forward. • Supporting resources can be enlarged or printed on different colour as needed. <p><u>Enabling Environments</u></p> <ul style="list-style-type: none"> • Flexible seating arrangement including the use of personalised workstations for children that may require their own space. • Word mats, spelling banks. • Nurturing inclusive environments
Strengths	<p>Teaching and learning of RE is consistent across school.</p> <p>Vocabulary is a discussed as part of every lesson.</p> <p>Assembly plan supports the RE curriculum.</p> <p>Children show an understanding of tolerance and respect for other linked into the Fundamental British Values and our wider Personal Development offer.</p>



MEDIUM TERM PLAN

Cycle A





Cherry Tree Academy Medium Term - Religious Education

Autumn 1		
KS1	What do Christians believe God is like?	
	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?
Key Concepts to assess	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.
Vocabulary	Forgiving, prodigal, worship, Nineveh, loving, father, parable, Jonah, God, Holy	Forgiving, prodigal, worship, Nineveh, loving, father, parable, Jonah, God, Holy, Christian, Jesus, religion
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
School Values	Considerate Inclusive	



Cherry Tree Academy Medium Term - Religious Education

Autumn 2		
KS1	Why does Christmas matter to Christians?	
	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?
Key Concepts to assess	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.
Vocabulary	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
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
School Values	Considerate Inclusive	



Spring 1		
KS1	Who do Christians say made the world?	
	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?
Key Concepts to assess	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.
Vocabulary	Creation, World, Belief, Thank, Harvest, God, Believe, Bible, Genesis, Praise	Creation, World, Belief, Thank, Harvest, God, Believe, Bible, Genesis, Praise, Religion, Spiritual, Reflect
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
School Values	Considerate Inclusive	



Cherry Tree Academy Medium Term - Religious Education

Spring 2		
KS1	Who is a Muslim and how to they live? (Part 1)	
	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?
Key Concepts to assess	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.
Vocabulary	Shahadah, Muslims, Haij, Islam, Sawm, Salah, Ramadan, Prophet	Shahadah, Zakat, Muslims, Haij, Islam, Sawm, Salah, Tawhid, Ramadan, Prophet, Religion, World
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
School Values	Considerate Inclusive	



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?</p> <p>L2: How are the five Pillars of Islam linked to worship?</p> <p>L3: What can we find out about prayer in Islam?</p> <p>L4: How do teachings from the Qur'an help Muslims to lead their lives in worship to Allah?</p> <p>L5: How do fasting and giving help Muslims to worship Allah?</p> <p>L6: Who is a Muslim and how do many Muslims live?</p>	<p>L1: Why is the Prophet Muhammed so important to Muslims?</p> <p>L2: How are the five Pillars of Islam linked to worship?</p> <p>L3: What can we find out about prayer in Islam?</p> <p>L4: How do teachings from the Qur'an help Muslims to lead their lives in worship to Allah?</p> <p>L5: How do fasting and giving help Muslims to worship Allah?</p> <p>L6: Who is a Muslim and how do many Muslims live?</p>
Key Concepts to assess	<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.</p> <p>L2: Children know that Muslims follow the five Pillars of Islam to worship Allah. Children can name about each Pillar.</p> <p>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.</p> <p>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.</p> <p>L5: Children know what happens on Ramadan and why it is special.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>L5: Children know what happens on Ramadan and why it is special.</p> <p>L6: End point assessment of all of the above.</p>
Vocabulary	Muslim, Shahadah, Zakat, Islam, Prophet, Salah, Sawm, Ramadan, Allah	Muslim, Shahadah, Zakat, Islam, Prophet, Salah, Sawm, Ramadan, Allah, Mosque, Qur'an, holy
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	<p>Mutual respect – for all people regardless of religion.</p> <p>Tolerance – of all people regardless of religion.</p>	
School Values	<p>Considerate</p> <p>Inclusive</p>	



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?
Key Concepts to assess	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.
Vocabulary	Community, Muhammad, Shabbat, Allah, Ichthus, Faith, Baptism, Agigah, Parable, wedding	Community, Muhammad, Shabbat, Allah, Ichthus, Faith, Baptism, Agigah, Parable, wedding, commit, belong, worldview
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
School Values	Considerate Inclusive	



Cherry Tree Academy Medium Term - Religious Education

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?	
Key Concepts to assess	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.
Vocabulary	Jesus, follower, parable, Samaritan, gospel, disciples	clergy, Galilee, Evangelist
Experiences		
SMSC		
British Values	Mutual respect, Tolerance	
School Values	Respectful, Honest, Considerate, Inclusive	



Cherry Tree Academy Medium Term - Religious Education

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?	
Key Concepts to assess	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
Vocabulary	Trinity, Holy Spirit, Baptist, baptism, Father, Jesus	Messiah, believer's baptism, infant baptism, scripture, denomination
Experiences	Christmas performances, carol service, trip to Wakefield cathedral	
SMSC		
British Values	Mutual respect, Tolerance	
School Values	Respectful, Honest, Considerate, Inclusive	



LKS2	Spring 1	
	What do Christians learn from the creation story?	
	Year 3	Year 4
	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'?	
Key Concepts to assess	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'?	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'?
Vocabulary	creation, big story, responsibility, sin, fall, temptation	Catholic, steward, interpret, Genesis
Experiences		
SMSC		
British Values	Mutual respect, Tolerance	
School Values	Respectful, Honest, Considerate, Inclusive	



Cherry Tree Academy Medium Term - Religious Education

LKS2	Spring 2	
	How do festivals and worship show what matters to a Muslim?	
	Year 3	Year 4
	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?	
Key Concepts to assess	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	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
Vocabulary	Prophet, Muhammad, Allah, fasting, Qur'an, Ramadan, Eid	Tawhid, Salah, Sawm
Experiences	Visit to school from an Imam	
SMSC		
British Values	Mutual respect, Tolerance	
School Values	Respectful, Honest, Considerate, Inclusive	



Cherry Tree Academy Medium Term - Religious Education

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	



Cherry Tree Academy Medium Term - Religious Education

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	



Autumn 1		
UKS2	What does it mean if Christians believe God is Holy and loving?	
	Year 5	Year 6
	L1: What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God? L2: What does the Bible say God is like? L3: How can ideas of God be expressed in art? L4: How do some Christians respond to a holy and loving God? L5: How do churches and cathedrals reflect Christian ideas about God? L6: What does it mean if Christians believe God is holy and loving?	L1: What words do pupils connect to the idea of 'God'? What words do Christians connect to their idea of God? L2: What does the Bible say God is like? L3: How can ideas of God be expressed in art? L4: How do some Christians respond to a holy and loving God? L5: How do churches and cathedrals reflect Christian ideas about God? L6: What does it mean if Christians believe God is holy and loving?
Key Concepts to assess	L1: Children will talk about any similarities and differences between the words that they have chosen and the words that Christians often use L2: Children will show how a Christian might feel after reading these texts and what they might teach them about God L3: Children can discuss what they have drawn and how it shows the meaning(s) of the passage and a Christian view of God. 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. L5: Children to sketch out key areas of the church and label them with the key words and some extracts from the texts 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.	L1: Children will discuss any similarities and differences between the words they have chosen and those commonly used by Christians to describe God. L2: Children will demonstrate how a Christian might respond emotionally and spiritually after reading these texts, reflecting on the lessons they teach about God. 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. 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. 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. 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.
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.	
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		
UKS2	Why do Christians believe that Jesus was the Messiah?	
	Year 5	Year 6
	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?	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?
Key Concepts to assess	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?"	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.
Vocabulary	Messiah, Incarnation, Saviour, Immanuel, Micah, Theological Prophecy, Gospel, Prophet, Isaiah	Messiah, Incarnation, Saviour, Immanuel, Micah, Theological Prophecy, Gospel, Prophet, Isaiah
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		
UKS2	Creation and science, conflicting or complimentary?	
	Year 5	Year 6
	<p>L1: What can we find out about the creation story in Genesis 1?</p> <p>L2: What might many Christians see as important in Genesis 1?</p> <p>L3: What relationships do scientists have with religious worldviews?</p> <p>L4: How and why do some Christians see both science and religion as important?</p> <p>L5: What are some different Christian views about the relationship between science and religion?</p> <p>L6: Science and religion: conflicting or complementary?</p>	<p>L1: What can we find out about the creation story in Genesis 1?</p> <p>L2: What might many Christians see as important in Genesis 1?</p> <p>L3: What relationships do scientists have with religious worldviews?</p> <p>L4: How and why do some Christians see both science and religion as important?</p> <p>L5: What are some different Christian views about the relationship between science and religion?</p> <p>L6: Science and religion: conflicting or complementary?</p>
Key Concepts to assess	<p>L1: Children will record their understanding of what a theologian is.</p> <p>L2: Children will create their own pictures to share the meaning of Genesis 1 for a Christian, based on Hannah's work.</p> <p>L3: Children will take a scientist and explain that person's worldview.</p> <p>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.</p> <p>L5: Children will prepare for a debate on whether they agree or disagree.</p> <p>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.</p> <p>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.</p> <p>L3: Children will take a scientist and explain that person's worldview, considering how scientific discoveries and beliefs shape their understanding of existence.</p> <p>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.</p> <p>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.</p> <p>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
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
	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?	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?
Key Concepts to assess	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?"	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.
Vocabulary	Muslim, Ibadah, Submission, Ramadan, Shahadah, Salah, Sawm, Zakah, Hajj, Pilgrimage	Muslim, Ibadah, Submission, Ramadan, Shahadah, Salah, Sawm, Zakah, Hajj, Pilgrimage
Experiences	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	
SMSC	Cultural/Moral- discuss how Easter is celebrated by non-Christians as part of British Culture.	
British Values	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.	
School Values	Inclusive-Easter is a festival celebrated by religious and non-religious people.	



Cherry Tree Academy Medium Term - Religious Education

UKS2	What matters most to Humanists and Christians?	
	Year 5	Year 6
	L1: What matters most to Humanists and to Christians? Rules: Do we need them? Who breaks them? L2/3: Who is a Humanist? What codes for living do non-religious people use? L4: What values matter most to Christians? How do they show these values? How can our different values be discussed? L5: How do Humanists and Christians know how to act? What do they base their decisions on? L6: What matters most to Humanists and to Christians?	L1: What matters most to Humanists and to Christians? Rules: Do we need them? Who breaks them? L2/3: Who is a Humanist? What codes for living do non-religious people use? L4: What values matter most to Christians? How do they show these values? How can our different values be discussed? L5: How do Humanists and Christians know how to act? What do they base their decisions on? L6: What matters most to Humanists and to Christians?
Key Concepts to assess	L1: Children design a code for living aimed at creating a happier world. L2/3: Children explore who Humanists are and the principles guiding their ethical decisions. 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. L5: Children demonstrate their understanding by comparing the perspectives of Humanists and Christians. L6: Children showcase their understanding of the unit by answering the question: "What matters most to Humanists and to Christians?"	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. L2/3: Children will investigate who Humanists are, exploring their ethical frameworks and comparing them with religious codes for living. 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. L5: Children will deepen their understanding by critically comparing how Humanists and Christians derive their moral guidelines and make ethical decisions in everyday life. 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?"
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
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?	



Cherry Tree Academy Medium Term - Religious Education

UKS2	Year 5	Year 6
	<p>L1: Who or what is Brahman?</p> <p>L2: What is atman? What can be learned about atman through a Hindu story?</p> <p>L3: What is samsara? Why is atman important? What else is important?</p> <p>L4: How might dharma affect the way someone lives their life?</p> <p>L5: What is ahimsa, and how does it affect the lives of Hindu people?</p> <p>L6: Why do Hindus strive to be good?</p>	<p>L1: Who or what is Brahman?</p> <p>L2: What is atman? What can be learned about atman through a Hindu story?</p> <p>L3: What is samsara? Why is atman important? What else is important?</p> <p>L4: How might dharma affect the way someone lives their life?</p> <p>L5: What is ahimsa, and how does it affect the lives of Hindu people?</p> <p>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'.</p> <p>L2: Children will storyboard the story with pictures and captions.</p> <p>L3: Children will explain why samsara and atman are important.</p> <p>L4: Children will explain how dharma can affect people's lives.</p> <p>L5: Children will write a short report about a charity that exemplifies Ahimsa.</p> <p>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'.</p> <p>L2: Children will storyboard the story with pictures and captions to illustrate the journey of atman through samsara.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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
Experiences	Children to take part in a debate.	
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.	



MEDIUM TERM PLAN

Cycle B





Autumn 1		
KS1	What is the good news Christians believe Jesus brings? (part 1)	
	Year 1	Year 2
	<p>L1: What did Jesus' good news mean for Matthew in the Bible story?</p> <p>L2: What was the good news that Christians might say Jesus brought to Matthew in the Bible story?</p> <p>L3: What do many Christian people feel is the good news that Jesus brings about forgiveness?</p> <p>L4: What do many Christian people feel is the good news that Jesus brings about peace?</p> <p>L5: What might Christians do to follow the life of Jesus and bring 'good news' to people?</p> <p>L6: How might Christian prayer link to saying sorry and forgiveness?</p>	<p>L1: What did Jesus' good news mean for Matthew in the Bible story?</p> <p>L2: What was the good news that Christians might say Jesus brought to Matthew in the Bible story?</p> <p>L3: What do many Christian people feel is the good news that Jesus brings about forgiveness?</p> <p>L4: What do many Christian people feel is the good news that Jesus brings about peace?</p> <p>L5: What might Christians do to follow the life of Jesus and bring 'good news' to people?</p> <p>L6: How might Christian prayer link to saying sorry and forgiveness?</p>
Key Concepts to assess	<p>L1: Children can tell the story of Matthew. Children can explain who Jesus chose to be his followers.</p> <p>L2: Children can explain what Christians may think the good news was that Jesus brought to Matthew.</p> <p>L3: Children know what forgiveness is and can identify it in stories Jesus told.</p> <p>L4: Children know what peace means and can identify different kinds of peace.</p> <p>L5: Children can identify ways a Christian person might help others.</p> <p>L6: Children know that when Christians feel troubled they turn to God. Children know that many Christian people pray and this might be in a church.</p>	<p>L1: Children can tell the story of Matthew. Children can explain who Jesus chose to be his followers and why.</p> <p>L2: Children can explain what Christians may think the good news was that Jesus brought to Matthew. They can link this to other stories or real life.</p> <p>L3: Children know what forgiveness is and can identify it in stories Jesus told. Children can talk about when they might need to forgive.</p> <p>L4: Children know what peace means and can identify different kinds of peace. Children can identify when they feel at peace.</p> <p>L5: Children can identify ways a Christian person might help others. Children can link this to events that have taken place in school.</p> <p>L6: Children know that when Christians feel troubled they turn to God. Children know that many Christian people pray and this might be in a church. Children can link prayer to forgiveness and saying sorry.</p>
Vocabulary	Christians, Jesus, Matthew, Fishermen, Disciples, Tax collector, peace, forgiveness, Apostles	Christians, Jesus, Matthew, Fishermen, Disciples, Tax collector, peace, forgiveness, Apostles, Bible, story, parable, prayer, Church
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	<p>Mutual respect – for all people regardless of religion.</p> <p>Tolerance – of all people regardless of religion.</p>	
School Values	Considerate Inclusive	



Cherry Tree Academy Medium Term - Religious Education

Autumn 2		
KS1	Who is Jewish and how do they live?	
	Year 1	Year 2
	L1: What is precious to Jewish people? What does a mezuzah remind Jewish people about? L2: What is precious to Jewish people? What does a mezuzah remind Jewish people about? L3: How and why do Jewish people celebrate Shabbat? L4: What stories do Jewish people tell from the Torah? L5: What might the story of Chanukah make Jewish people think about? L6: Who is Jewish and how do they live?	L1: What is precious to Jewish people? What does a mezuzah remind Jewish people about? L2: What is precious to Jewish people? What does a mezuzah remind Jewish people about? L3: How and why do Jewish people celebrate Shabbat? L4: What stories do Jewish people tell from the Torah? L5: What might the story of Chanukah make Jewish people think about? L6: Who is Jewish and how do they live?
Key Concepts to assess	L1: Children can name some things that are precious to Jewish people. Children can recognise and name the Star of David and know this is an important symbol to Jewish people. Children know what a mezuzah is and what it reminds Jewish people about. L2: Children can name some things that are precious to Jewish people. Children can recognise and name the Star of David and know this is an important symbol to Jewish people. Children know what a mezuzah is and what it reminds Jewish people about. Children know about and call explain the special Jewish prayer. L3: Children know that Shabbat is a special day for Jewish people. Children know why Jewish people rest on Shabbat. Children know how many Jewish people greet each other on Shabbat. L4: Children can recognise and name the Torah scroll. Children know that the Torah scroll is important to Jewish people. Children know the story of David and Goliath. L5: Children know the main parts of the Hanukah story. Children know some things that happen at Hanukah and why it is special. L6: End point assessment of above.	L1: Children can name some things that are precious to Jewish people. Children can recognise and name the Star of David and know this is an important symbol to Jewish people and why. Children know what a mezuzah, can explain what it contains and how it is used, and what it reminds Jewish people about. L2: Children can name some things that are precious to Jewish people. Children can recognise and name the Star of David and know this is an important symbol to Jewish people and why. Children know what a mezuzah, can explain what it contains and how it is used, and what it reminds Jewish people about. Children know about and call explain the special Jewish prayer. L3: Children know that Shabbat is a special day for Jewish people and why. Children know why Jewish people rest on Shabbat and can link this to rest days on other religions. Children know how many Jewish people greet each other on Shabbat and what this greeting means. L4: Children can recognise and name the Torah scroll. Children know that the Torah scroll is important to Jewish people and can talk about why. Children know the story of David and Goliath. Children can explain what Jewish people can learn from the story of David and Goliath. L5: Children know and can retell the main parts of the Hanukah story. Children know some things that happen at Hanukah and why it is special. L6: End point assessment of above.
Vocabulary	Synagogue, Torah, Jewish, Mezuzah, Shabbat, Shema, God, Chanukah, Dreidel, Star of David.	Synagogue, Torah, Jewish, Mezuzah, Shabbat, Shema, God, Chanukah, Dreidel, Star of David. Festival, celebration, religion, important, symbol
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
School Values	Considerate Inclusive	



Cherry Tree Academy Medium Term - Religious Education

Spring 1		
KS1	What is the good new Christians believe Jesus brings? (Part 2)	
	Year 1	Year 2
	L1: What can we say about peace as part of the good news Christians believe Jesus brings? L2: How can we show the good news that Christians believe Jesus brings? L3: What do Christians believe Jesus showed them about how to pray? L4: What are the important parts of prayer for many Christians? L5: What is the good news Christians believe Jesus brings? L6: What do we know about the good news Christians believe Jesus brings?	L1: What can we say about peace as part of the good news Christians believe Jesus brings? L2: How can we show the good news that Christians believe Jesus brings? L3: What do Christians believe Jesus showed them about how to pray? L4: What are the important parts of prayer for many Christians? L5: What is the good news Christians believe Jesus brings? L6: What do we know about the good news Christians believe Jesus brings?
Key Concepts to assess	L1: Children know what peace is. Children can think of places where they feel at peace. Children know that Christian people believe Jesus brings peace. L2: Children can name some of the good news that Christians believe Jesus. Children can represent their ideas through art. L3: Children can name some ways Christians might keep their focus on Jesus. Children know about the Lord's Prayer. L4: Children can name different parts of Christian prayer – thanks, praise, sorry, ask. L5: Children know the story of Jesus and the fishermen. L6: End point assessment against all of the above.	L1: Children know what peace is. Children can think of places where they feel at peace and say why they make them feel this way. Children know that Christian people believe Jesus brings peace. L2: Children can name the four good news things that Christians believe Jesus brings – peace, love, forgiveness, eternal life. Children can represent their ideas through art. L3: Children can name four ways Christians might keep their focus on Jesus. Children know about the Lord's Prayer and can recite part of it. L4: Children can name different parts of Christian prayer – thanks, praise, sorry, ask. They can say what each part means and might look like. L5: Children know the story of Jesus and the fishermen and can link this to good news. L6: End point assessment against all of the above.
Vocabulary	Christians, Jesus, Matthew, Fisherman, Disciples, Tax collector, Peace, Forgiveness, Apostles, Prayer	Christians, Jesus, Matthew, Fisherman, Disciples, Tax collector, Peace, Forgiveness, Apostles, Prayer, eternal life, love, focus, worship
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
School Values	Considerate Inclusive	

Spring 2		
KS1	Why does Easter matter to Christians?	
	Year 1	Year 2
	L1: What are the main events of the Bible story of Holy week and Easter? L2: What are the six biggest moments in the Easter story? L3: How do Christians feel about the main events of the Bible story of Holy week and Easter? L4: Why do Christians say 'Good Friday' for the day that Jesus died? L5: What impact does the Easter story have on many Christians? L6: Why does Easter matter to Christians?	L1: What are the main events of the Bible story of Holy week and Easter? L2: What are the six biggest moments in the Easter story? L3: How do Christians feel about the main events of the Bible story of Holy week and Easter? L4: Why do Christians say 'Good Friday' for the day that Jesus died? L5: What impact does the Easter story have on many Christians? L6: Why does Easter matter to Christians?
Key Concepts to assess	L1: Children know the Easter story and can put it in the correct order. L2: Children can identify the six most important parts of the Easter story. Children can use art as a way of expressing their ideas. L3: Children can talk about the feelings associated with parts of the Easter story and how and why these change at different points. L4: Children know why Christians call Jesus a saviour. L5: Children can explain why Easter is important to Christian people. L6: End point assessment against the above.	L1: Children know the Easter story and can put it in the correct order. L2: Children can identify the six most important parts of the Easter story and explain why they have chosen them. Children can use art as a way of expressing their ideas. L3: Children can talk about the feelings associated with parts of the Easter story and how and why these change at different points. They can identify these feelings as good or not so good feelings. L4: Children know why Christians call Jesus a saviour. Children start to explore the idea of sin. L5: Children can explain why Easter is important to Christian people. Children can identify the religious and non-religious aspects of Easter celebrations. L6: End point assessment against the above.
Vocabulary	God, Salvation, Saviour, Resurrection, Eternal Life, Secular, Easter, Worship, Good Friday, Religious	God, Salvation, Saviour, Resurrection, Eternal Life, Secular, Easter, Worship, Good Friday, Religious, palm leaves, Judas, Last Supper, betrayed
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
School Values	Considerate Inclusive	



Summer 1		
KS1	How should we care for the world and for others, and why does it matter?	
	Year 1	Year 2
	L1: What do Christian people believe about caring for people? L2: What do Jewish people believe about being unique and special to God? L3: What do Jewish people believe about caring for people? L4: How do some religious and non-religious people show that they care for people? L5: What do Christian and Jewish people believe about the beginning of the world and how do they think people should treat the world? L6: What do Christian and Jewish people believe about the beginning of the world and how do they think people should treat the world?	L1: What do Christian people believe about caring for people? L2: What do Jewish people believe about being unique and special to God? L3: What do Jewish people believe about caring for people? L4: How do some religious and non-religious people show that they care for people? L5: What do Christian and Jewish people believe about the beginning of the world and how do they think people should treat the world? L6: What do Christian and Jewish people believe about the beginning of the world and how do they think people should treat the world?
Key Concepts to assess	L1: Children know that the Bible tells stories about how God feels about people including children. Children know that Christian and Jewish people believe they are made in the image of God. Children know that Christian and Jewish people believe that God thinks everyone is unique and special to God. L2: Children know what Psalm 8 tells Jewish people about how important they are to God. L3: Children know what Tzedakah is any why Jewish people feel it is important. Children know why Jewish people celebrate Sukkot. L4: Children know who Mother Teresa was and what she did. Children know what the golden rule is and who it is important to. Children know how religious and non-religious people think people and the world should be cared for. L5: Children know the Christian and Jewish creation stories. L6: Children know why Christian and Jewish people feel it is important to care for the world.	L1: Children know that the Bible tells stories about how God feels about people including children and can talk about how they feel about this. Children know that Christian and Jewish people believe they are made in the image of God. Children know that Christian and Jewish people believe that God thinks everyone is unique and special to God. Children can talk about ways they are special L2: Children know what Psalm 8 tells Jewish people about how important they are to God. Children can relate this to their own lives. L3: Children know what Tzedakah is any why Jewish people feel it is important. Children know why Jewish people celebrate Sukkot. Children can explain why Moses is special to Jewish people. L4: Children know who Mother Teresa was, what she did and how she followed the teachings of Jesus to help other people. Children know what the golden rule is, who it is important to and can think about how it applies to daily life. Children know how religious and non-religious people think people and the world should be cared for. L5: Children know the Christian and Jewish creation stories. Children can retell the Christian and Jewish creation stories. L6: Children know why Christian and Jewish people feel it is important to care for the world. Children know what Tu B' Shevat is.
Vocabulary	Community, world. Psalm, love, Genesis, religious, Christian, Jews	Community, world. Psalm, stewardship, love, Genesis, religious, non-religious, Christian, Jews
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
School Values	Considerate Inclusive	



Cherry Tree Academy Medium Term - Religious Education

Summer 2		
KS1	What makes some places special to believers?	
	Year 1	Year 2
	<p>L1: Which spaces are special to me? Where is a sacred place for a believer to go?</p> <p>L2: Which place of worship is sacred to Christian people?</p> <p>L3: Which place of worship is sacred to Jewish people?</p> <p>L4: What happens during worship at a Church and a Synagogue?</p> <p>L5: Which place of worship is sacred to Muslim people?</p> <p>L6: How are places of worship similar and different? How are place of worship important to our community?</p>	<p>L1: Which spaces are special to me? Where is a sacred place for a believer to go?</p> <p>L2: Which place of worship is sacred to Christian people?</p> <p>L3: Which place of worship is sacred to Jewish people?</p> <p>L4: What happens during worship at a Church and a Synagogue?</p> <p>L5: Which place of worship is sacred to Muslim people?</p> <p>L6: How are places of worship similar and different? How are place of worship important to our community?</p>
Key Concepts to assess	<p>L1: Children can talk about places that are special to them. Children know that different religions have different special places.</p> <p>L2: Children know that a Church is a place of worship for Christian people. Children know some of the things that can usually be found in a Church. Children know that a Church is where many Christians go to be close to, learn about and talk to God.</p> <p>L3: Children know that a Synagogue is a place of worship for Jewish people. Children know some of the things that can usually be found in a Synagogue. Children know that a Synagogue is where may Jews go to be close to, learn about and talk to God.</p> <p>L4: Children know that a Church is a place of worship for Christian people and a Synagogue is a place of worship for Jewish people. Children know that both places are used to worship God. Children know some things that happen in a Christian service and some things that happen in a Jewish service.</p> <p>L5: L5: Children know that a Mosque is a place of worship for Muslim people. Children know some things that can usually be found in a Mosque. Children know that a Mosque is where many Muslims go to the close to, talk to and learn about Allah.</p> <p>L6: Children can say some similarities and differences between places of worship. Children can say a way places of worship are important to a community.</p>	<p>L1: Children can talk about places that are special to them giving reasons for their choices. Children know that different religions have different special places.</p> <p>L2: Children know that a Church is a place of worship for Christian people. Children know some of the things that can usually be found in a Church and why they are important. Children know that a Church is where many Christians go to be close to, learn about and talk to God. Children know that there are different kinds of Christian church and can compare them.</p> <p>L3: Children know that a Synagogue is a place of worship for Jewish people. Children know some of the things that can usually be found in a Synagogue and why they are important. Children know that a Synagogue is where many Jews go to be close to, learn about and talk to God.</p> <p>L4: Children know that a Church is a place of worship for Christian people and a Synagogue is a place of worship for Jewish people and can compare the two. Children know that both places are used to worship God. Children know some things that happen in a Christian service and some things that happen in a Jewish service and can compare them,</p> <p>L5: Children know that a Mosque is a place of worship for Muslim people. Children know some things that can usually be found in a Mosque and why they are important. Children know that a Mosque is where many Muslims go to the close to, talk to and learn about Allah.</p> <p>L6: Children can compare places of worship. Children can recognise why places of worship are important to a community.</p>
Vocabulary	Worship, Jewish, Holy, Christian, Muslim, Community, Mosque, Sacred, Church, Synagogue, Place of Worship Shabbat	Worship, Jewish, Holy, Christian, Muslim, Community, Mosque, Sacred, Church, Synagogue, Place of Worship Shabbat, Respect, Special, Similar, Different
Experiences	Visit to a place of worship	
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
School Values	Considerate Inclusive	



Cherry Tree Academy Medium Term - Religious Education

LKS2	Autumn 1	
	What is it like for someone to follow God?	
	Year 3	Year 4
	<p>L1: In the Bible, who was Noah?</p> <p>L2: How did Noah show he was a 'good' Christian?</p> <p>L3: What is a covenant?</p> <p>L4: What happens during a Christian wedding?</p> <p>L5: In the Bible, who was Abram?</p> <p>L6: As a Christian, what is it like to follow God?</p>	<p>L1: In the Bible, who was Noah?</p> <p>L2: How did Noah show he was a 'good' Christian?</p> <p>L3: What is a covenant?</p> <p>L4: What happens during a Christian wedding?</p> <p>L5: In the Bible, who was Abram?</p> <p>L6: As a Christian, what is it like to follow God?</p>
Key Concepts to assess	<p>L1: Children know who Noah is and can discuss and sequence the story of Noah's ark.</p> <p>L2: Children can use adjectives to describe Noah and can reflect on what kind of a person they think Noah was.</p> <p>L3: Children can describe the meaning of the word 'covenant' and can describe the covenant God made to Noah.</p> <p>L4: Children can discuss key moments of a Christian wedding. They know that the couple make a covenant to each other and can explain the reasons why.</p> <p>L5: Children know who Abram was and can discuss and sequence Genesis 12:1-9. They can state the covenant God made with Abram.</p> <p>L6: Children can remember, discuss and compare key facts from each of the Bible stories.</p>	<p>L1: Children can retell the story of Noah's ark and can discuss whether it would be easy or difficult for Noah to follow God.</p> <p>L2: Children can use their empathy skills to become Noah and answer questions based on their knowledge of him as a biblical figure.</p> <p>L3: Children know that righteous means good and that a covenant is a promise. They can think of and describe the covenant God made to Noah and compare this to promises they make in their own lives.</p> <p>L4: Children can discuss key moments of a Christian wedding, make links between a covenant and a wedding and can think of and discuss promises a new Christian might make to God.</p> <p>L5: Children can retell the story of Abram and can use their knowledge to discuss how he must feel at each stage. They can provide a valid argument for whether Abram would have found God's request easy or difficult.</p> <p>L6: Children can compare what they have learned to how life might be for a Christian today.</p>
Vocabulary	Abram, Noah, wedding, Old Testament, promise, covenant, Christians	Empathy, biblical, righteous, covenant, Abram/Abraham, Genesis.
Experiences	Hot-seating	
SMSC	Children reflect on the faith, promises, and choices of biblical figures, considering how beliefs can guide people's actions. They explore moral questions about trust, commitment, and promises, and develop empathy for those who live according to their faith.	
British Values	Children respect and learn about Christian traditions as part of our shared cultural heritage, understanding how values like honesty, faithfulness, and promise-keeping contribute to individual liberty and mutual respect in society.	
School Values	<p>Considerate – children show understanding and empathy when exploring the feelings of figures like Noah and Abram and when discussing the commitments people make to each other and to God.</p> <p>Honest – children reflect on the importance of keeping promises and the value of trustworthiness in their own lives.</p>	



Cherry Tree Academy Medium Term - Religious Education

LKS2	Autumn 2	
	How do festivals and family life show what matters to Jewish people?	
	Year 3	Year 4
	<p>L1: What do many Jewish people do to mark Shabbat?</p> <p>L2: What does Shabbat look like in the UK today?</p> <p>L3: What do different Jewish people celebrate at Rosh Hashanah?</p> <p>L4: What happens at Yom Kippur?</p> <p>L5: What is the story of Passover?</p> <p>L6: Why do many Jews celebrate Passover every year?</p>	<p>L1: What do many Jewish people do to mark Shabbat?</p> <p>L2: What does Shabbat look like in the UK today?</p> <p>L3: What do different Jewish people celebrate at Rosh Hashanah?</p> <p>L4: What happens at Yom Kippur?</p> <p>L5: What is the story of Passover?</p> <p>L6: Why do many Jews celebrate Passover every year?</p>
Key Concepts to assess	<p>L1: Children can state that Shabbat is the day of rest and that it is important because God rests in the creation story. They can list ways that Jewish people mark Shabbat.</p> <p>L2: Children can use 'because' and 'so' sentences to sum up how Shabbat is celebrated in the UK today.</p> <p>L3: Children know that Rosh Hashanah is a Jewish festival. They can discuss key parts of the festival including the blowing of the Shofar, and the eating of apples and honey.</p> <p>L4: Children can state what happens at Yom Kippur, retell the story of Jonah and make the link between the story showing the importance of forgiveness and Yom Kippur.</p> <p>L5: Children can state what the story of Passover means and can retell key parts of the story of Moses.</p> <p>L6: Children can state how Passover is celebrated and make a list of ways in which Jewish people prepare. They can describe the Seder meal and make links to Rosh Hashanah.</p>	<p>L1: Children can state what Shabbat is, how it is marked and why it is important, making links to quotations from the Torah.</p> <p>L2: Children know how Shabbat is marked in the UK today. They can talk about the differences between Orthodox and Progressive Jews, and discuss the timetable of a Jewish school and the changes made to accommodate Shabbat.</p> <p>L3: Children can talk about Sephardi Jews and compare the different types of Rosh Hashanah.</p> <p>L4: Children know what Yom Kippur means to a Jewish person and can make links between the story of Jonah and a real-life story of a Jewish boy in the UK today.</p> <p>L5: Children can form a 'conscience alley' and provide arguments for Moses continuing to try to free the Hebrews or give up. They can use evidence from what they have learned to justify their argument.</p> <p>L6: Children can bring all of their learning together to answer the big question and make logical links between each key theme.</p>
Vocabulary	freedom, torah, Yom Kippur, shabbat, Rosh Hashanah, Jew, Jewish, shofar, Jonah, Passover, Moses, Seder	Theology, sociology, Orthodox, Pesach, shema, Torah, Progressive, Sephardi, conscience.
Experiences	Making a paper boat and 'getting rid of it'	
SMSC	Children explore how Jewish beliefs and traditions shape family and community life, reflecting on the importance of rest, forgiveness, and remembrance. They develop spiritual understanding of how rituals like Shabbat, Yom Kippur, and Passover express deep values and shared identity.	
British Values	Children learn about Jewish traditions as part of the UK's multicultural society, showing respect and tolerance for people of different faiths and beliefs. They understand how freedom of religion and mutual respect support a diverse community.	
School Values	<p>Considerate – children show respect for Jewish practices and empathy when discussing how special days affect Jewish families' lives.</p> <p>Inclusive – children learn that different cultures and faiths contribute to the richness of our society and that everyone's beliefs should be valued.</p>	



Cherry Tree Academy Medium Term - Religious Education

LKS2	Spring 1	
	What do Hindus believe God is like?	
	Year 3	Year 4
	<p>L1: How do many Hindus describe ultimate reality?</p> <p>L2: How might the idea of Brahman being in everything affect how you live?</p> <p>L3: What can we find out about some Hindu deities?</p> <p>L4: How do many Hindus understand deities?</p> <p>L5: What can we learn about deities from Ganesh?</p> <p>L6: What do Hindus believe God is like?</p>	<p>L1: How do many Hindus describe ultimate reality?</p> <p>L2: How might the idea of Brahman being in everything affect how you live?</p> <p>L3: What can we find out about some Hindu deities?</p> <p>L4: How do many Hindus understand deities?</p> <p>L5: What can we learn about deities from Ganesh?</p> <p>L6: What do Hindus believe God is like?</p>
Key Concepts to assess	<p>L1: Children know a Hindu's ultimate reality is Brahman and they describe Brahman as a divine, supreme being.</p> <p>L2: Children can retell the story of Svetaketu to illustrate how Brahman is everywhere.</p> <p>L3: Children can note the similar and different features of the 4 deities and make links between these features and what they already know e.g., many arms show power.</p> <p>L4: Children can use the metaphor of the flowers to reflect on what this says and how it explains ideas of Brahman and deities.</p> <p>L5: Children can describe Ganesh as the elephant-headed deity and can list the symbolic things to look for on a murti of Ganesh. They can talk about when and why Hindus might show devotion to Ganesh.</p> <p>L6: Assessment</p>	<p>L1: Children know a Hindu's ultimate reality is Brahman. They can describe Brahman and can make the link between Hindu deities showing a different side to Brahman.</p> <p>L2: Children can use 'Namaste' to illustrate Brahman and can use key part of the 'happy cows' case study to justify why Hindus see animals as sacred.</p> <p>L3: Children can provide similarities and differences between the four key deities, they know that for some Hindus there are many more deities and can make links to previous learning as to what they could be.</p> <p>L4: Children can describe Brahma, Vishnu and Shiva and understand that as a group these deities help many Hindus understand how life works. They can make links to other cycles e.g., booking a holiday, brushing your teeth.</p> <p>L5: Children can talk about when and why Hindus might show devotion to Ganesh using the quotes from Hindu devotees to articulate their point.</p> <p>L6: Assessment</p>
Vocabulary	Hindu, Brahman, deity, divine, supreme, Svetaketu, Ganesh, murti	Hindu, Brahman, ultimate, Namaste, deity, sacred, Brahma, Vishnu, Shiva, cycle, devotion, Aum,
Experiences		
SMSC	Children explore Hindu beliefs about ultimate reality and the many ways God can be understood, reflecting on ideas of respect for all life and the value of seeing the divine in the world around them. They develop spiritual understanding by considering how beliefs influence attitudes and actions.	
British Values	Children learn about Hindu beliefs as part of Britain's diverse religious landscape, fostering mutual respect and tolerance for those of different faiths and understanding how religious identity contributes to a multicultural society.	
School Values	<p>Inclusive – children learn to value beliefs different from their own and appreciate the perspectives of others.</p> <p>Considerate – children show respect and empathy when discussing how Hindu beliefs guide people's actions and how these beliefs are important in Hindu communities.</p>	



Cherry Tree Academy Medium Term - Religious Education

LKS2	Spring 2	
	Why do Christians call the day that Jesus died 'Good Friday'?	
	Year 3	Year 4
	<p>L1: What is the Easter story and where can we identify salvation?</p> <p>L2: In the Bible, who was Mary?</p> <p>L3: What were the events of Good Friday?</p> <p>L4: How might a Christian today talk about the Easter story?</p> <p>L5: Why is Good Friday the most important day for Christians in the celebration of Easter?</p> <p>L6: How can I use what I know about Good Friday to give feedback to a peer?</p>	<p>L1: What is the Easter story and where can we identify salvation?</p> <p>L2: In the Bible, who was Mary?</p> <p>L3: What were the events of Good Friday?</p> <p>L4: How might a Christian today talk about the Easter story?</p> <p>L5: Why is Good Friday the most important day for Christians in the celebration of Easter?</p> <p>L6: How can I use what I know about Good Friday to give feedback to a peer?</p>
Key Concepts to assess	<p>L1: Children can retell the Easter story and can talk about what it means to be saved or find salvation?</p> <p>L2: Children know who Mary was and can use what they know to suggest how Mary could have been feeling during key events in Jesus' life.</p> <p>L3: Children can sequence the events of Good Friday and provide detailed descriptions of each one.</p> <p>L4: Children can use the garden, the curtain and the cross to share the history, story and meaning of the Easter story for Christians today.</p> <p>L5: Children can retell and sequence the events from Holy Week. They can use what they have learned to state why they think Good Friday is the most important day in the celebration of Easter.</p> <p>L6: Children can choose a peer's artwork and give positive feedback on that artwork making links to their knowledge of Good Friday.</p>	<p>L1: Children can use their own knowledge of key events from the texts they have studied to make their own timeline of events linked to the Easter story.</p> <p>L2: Children can use what they know to become Mary and answer questions about key events in Jesus' life.</p> <p>L3: Children can use religious artwork 'Christ on the cross' to decide how Mary must have been feeling and why Jesus had to die.</p> <p>L4: Children can use their knowledge of the Easter story to decide what a Christian might want to tell another about the Easter story and what their emotions could be in relation to it.</p> <p>L5: Children can draw a simple image of the moment they think is most important in the story of Easter. They can then write a paragraph to describe what they have drawn and why.</p> <p>L6: In their feedback, children can share why they think the image and writing shows their peer's clear learning within the unit.</p>
Vocabulary	Salvation, Jerusalem, resurrection, forgiveness, crucifixion, Palm Sunday, Easter, disciples, sin, Easter	Calvary, religious, artwork, salvation Easter
Experiences	Easter celebrations/assemblies. Local Church Visit.	
SMSC	Children reflect on the emotional journey of the Easter story and consider the concepts of sacrifice, forgiveness, and salvation, developing empathy for how these beliefs shape Christians' lives. They explore spiritual themes of hope, new beginnings, and the meaning of key events like Good Friday.	
British Values	Children learn about the significance of Easter in Christian heritage, understanding how shared traditions can bring communities together and respecting the beliefs of others in Britain's multicultural society.	
School Values	<p>Considerate – children show empathy when exploring how Mary, Jesus, and Christians might feel during the Easter story.</p> <p>Honest – children practise giving kind and constructive feedback on each other's work, valuing truthful and respectful communication.</p>	



Cherry Tree Academy Medium Term - Religious Education

LKS2	Summer 1	
	How and why do people mark the significant events of life?	
	Year 3	Year 4
	<p>L1: How and why do people mark the significant events of life?</p> <p>L2: What is the significance of baptism for Christians? What happens and what does it mean?</p> <p>L3: How do many Jewish people mark becoming an adult?</p> <p>L4: What ceremonies do many Hindus mark in the journey of life?</p> <p>L5: Why do people choose to get married?</p> <p>L6: What do wedding ceremonies show us about commitment, love and promises?</p>	<p>L1: How and why do people mark the significant events of life?</p> <p>L2: What is the significance of baptism for Christians? What happens and what does it mean?</p> <p>L3: How do many Jewish people mark becoming an adult?</p> <p>L4: What ceremonies do many Hindus mark in the journey of life?</p> <p>L5: Why do people choose to get married?</p> <p>L6: What do wedding ceremonies show us about commitment, love and promises?</p>
Key Concepts to assess	<p>L1: Children can talk about significant life events, whether they have had any memorable events in their own lives and say which events are more memorable/special and why.</p> <p>L2: Children know what baptism means, can recall the events of a baptism and can describe an infant and believer baptism.</p> <p>L3: Children will know that boys have a bar mitzvah when they are 13 and girls have a bat mitzvah when they are 12/13 years old. They will be able to list the key events.</p> <p>L4: Children will know that between ages 8-12, Hindu boys go through the sacred thread ceremony and will state what happens during the ceremony.</p> <p>L5: Children can compare similarities and differences between marriage for Christians, Jews and Hindus.</p> <p>L6: Children can discuss the events of a non-religious wedding and compare one to a Christian wedding.</p>	<p>L1: Children can talk about significant life events, can map out their own life events and discuss ways in which they are similar or different from their peers. Children can link these events to a religious or non-religious worldview.</p> <p>L2: Children know the events of a baptism and can compare infant and believer baptisms. They will know there's a direct link between this journey of life event and Jesus being baptised in the Bible.</p> <p>L3: Children will know that boys have a bar mitzvah when they are 13 and girls have a bat mitzvah when they are 12/13 years old. They will state that this means they are considered morally responsible for their own decisions and it is a celebration to mark 'adulthood'.</p> <p>L4: Children will be able to discuss the sacred thread ceremony, the importance of it, what happens and how it links directly to the Hindu religion.</p> <p>L5: Children can compare similarities and differences between marriage for Christians, Jews and Hindus and derive the key principles for marriage using all three religions.</p> <p>L6: Children can discuss the events of a non-religious wedding and summarise why people today may choose a non-religious wedding over a religious ceremony.</p>
Vocabulary	Significant, journey, baptism, memorable, event, infant, believer, bar mitzvah, bat mitzvah, sacred, non-religious, marriage	Commitment, ceremony, non-religious, worldview, bar mitzvah, bat mitzvah, adulthood, principles
Experiences		
SMSC	Children reflect on the importance of life's milestones across different faiths and cultures, considering how rituals and celebrations give meaning to events like birth, coming of age, and marriage. They develop social and spiritual awareness by exploring the similarities and differences in how people mark key moments in life.	
British Values	Children learn to respect and value a range of beliefs and traditions related to life's significant events, understanding that freedom of religion and respect for others' choices are essential in a diverse society.	
School Values	Inclusive – children celebrate the variety of ways people mark important life events, appreciating how traditions differ within their community and beyond. Considerate – children show empathy when comparing their own life experiences to those of others, recognising and respecting differences in beliefs and practices.	



LKS2	Summer 2	
	How and why do people try to make the world a better place?	
	Year 3	Year 4
	L1: What is wrong with the world? L2: How can the 'Golden Rule' help people work out how to make the world a better place? L3: Tikkun Olam: how do Jewish people try to make the world a better place? L4: Who is inspired by Jesus' example of sacrifice? L5: How do Muslims try to make the world a better place? L6: How do non-religious people try to make the world a better place?	L1: What is wrong with the world? L2: How can the 'Golden Rule' help people work out how to make the world a better place? L3: Tikkun Olam: how do Jewish people try to make the world a better place? L4: Who is inspired by Jesus' example of sacrifice? L5: How do Muslims try to make the world a better place? L6: How do non-religious people try to make the world a better place?
Key Concepts to assess	L1: Children can use 'good' and 'bad' adjectives to describe the world and can discuss one or two ways in which humanity could make the world better. L2: Children can discuss the 'Golden Rule' and identify similarities and differences between the 9 different rules. They can discuss what the world would be like if everyone followed the 'Golden Rule'. L3: Children can state what Tikkun Olam means and ways Jewish people use this to care for the world. L4: Children can state Christians believe that God made a perfect world, but that sin spoilt it and terrible things happened. They can talk about Jesus' sacrifice as a chance for others to be forgiven. L5: Children can talk about Zakat and it being one of the five pillars of Islam. They can remember that each year Muslims try to give 2.5% of all they earn to charity or the needy and that this is because it shows they are caring for the worldwide Muslim family. L6: Children can create three important rules for living that they would teach and provide an explanation for each one.	L1: Children can provide explanations for why they have chosen to describe the world like they have. They can choose from the Humanist, Christian, Jewish and Muslim explanations of what is wrong with the world and explain why they have chosen that one. L2: Children can apply the rules to our school community and talk about which would change school the most and why. They can create a version of the 'Golden Rule' that they think would create positive change in the world. L3: Children can state what Tikkun Olam means and ways Jewish people use this to care for the world using direct quotes from the Torah. L4: Children can relate Stormzy's song 'Blinded by your Grace' to his religion. Discuss what motivated him to write the song and what the message to people could be. L5: Children can list ways in which Muslims try to make the world a better place using direct quotes from the Qur'an. They can research how Islamic Relief helps to change the world. L6: Children can create three important rules for living that they would teach and provide an explanation for each one. They can use their knowledge of religious and non-religious stories to improve their explanations.
Vocabulary	Tikkun Olam, Jewish, Christian, Muslim, non-religious, Golden Rule, Zakat, Islam, pillar, sacrifice, charity, worldwide	Humanist, Christian, Jewish, Muslim, community, Tikkun Olam, Torah, grace, motivate, Islamic Relief
Experiences		
SMSC	Children reflect on moral questions about what's wrong with the world and explore how people of different faiths and worldviews try to make it better. They develop spiritual awareness by considering concepts like forgiveness, charity, care for the environment, and living by shared rules such as the Golden Rule.	
British Values	Children learn to respect different beliefs about how to make the world a better place, understanding the importance of tolerance and mutual respect in a diverse society, and recognising how values like generosity and fairness contribute to community well-being.	
School Values	Considerate – children think about how their own actions can help or harm others, and show kindness in discussions. Inclusive – children value how people of all faiths and none contribute to improving the world, and recognise that everyone can make a difference.	



Cherry Tree Academy Medium Term - Religious Education

Autumn 1		
UKS2	Christians and how to live: what would Jesus do?	
	Year 5	Year 6
	L1: What words do Christians connect to their idea of God? L2: What does the Bible say God is like? L3: How can ideas of God be expressed in art? L4: How do some Christians respond to a holy and loving God? L5: How do churches and cathedrals reflect Christian ideas about God? L6: What does it mean if Christians believe God is holy and loving?	L1: What words do Christians connect to their idea of God? L2: What does the Bible say God is like? L3: How can ideas of God be expressed in art? L4: How do some Christians respond to a holy and loving God? L5: How do churches and cathedrals reflect Christian ideas about God? L6: What does it mean if Christians believe God is holy and loving?
Key Concepts to assess	L1: Children will know words Christians use when they talk about God: omnipotent, omniscient, eternal, holy, loving and why they are important. L2: Children will know that Christians believe in and remember God's holiness and anger at sin as well as his love. L3: Children will understand how artwork can be used to share a specific aspect of Christian faith for example God's love. L4: Children will know that for Christians worship is the whole way that they live their lives through following Jesus' teachings. L5: Children will know that Christian ideas of God are recalled in the Holy places of worship for example through stained glass tells stories; the font points to God's loving welcome and forgiveness; the altar talks of sacrifice; confessionals talk of forgiveness. L6: Children will know Christian traditions generally understand the Bible as presenting a God who is both holy and loving, both a stern judge against sin and a loving, forgiving parental figure.	L1: Children will know words Christians use when they talk about God: omnipotent, omniscient, eternal, holy, loving and what they mean. L2: Children will know that Christians believe in and remember God's holiness and anger at sin as well as his love and explain how this can be both challenging and comforting for them. L3: Children will understand how artwork can be used to share a specific aspect of Christian faith for example God's love and explain how these link back directly to verses from the Bible. L4: Children will know that for Christians worship is the whole way that they live their lives through following Jesus' teachings and give examples of what it may look like for example through song or prayer. L5: Children will know that Christian ideas of God are recalled in the Holy places of worship for example through stained glass tells stories; the font points to God's loving welcome and forgiveness; the altar talks of sacrifice; confessionals talk of forgiveness and that in larger churches you can see where people used to be separated from the holiest part, the altar, by the rood screen; the size and scale of cathedrals speak of God's power as well as human creativity (in God's image); the cross shape and all crosses/crucifixes talk of God's love through Jesus. L6: Children will know Christian traditions generally understand the Bible as presenting a God who is both holy and loving, both a stern judge against sin and a loving, forgiving parental figure. They will also understand as omnipotent, omniscient, eternal, holy, loving and forgiving.
Vocabulary	Holy , Tradition, 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	Children reflect on the qualities Christians believe God has and consider how ideas of holiness, love, and forgiveness shape believers' lives and actions. They develop spiritual understanding by exploring how Christians express their faith through worship, art, and sacred spaces.	
British Values	Children learn about Christian beliefs as part of Britain's cultural heritage, showing respect for others' religious views and understanding how shared spaces like churches and cathedrals contribute to community identity and history.	
School Values	Considerate – children show empathy when discussing how Christians might feel about God's love and holiness, and when exploring expressions of faith. Honest – children engage in open discussions about beliefs, sharing their own ideas respectfully while listening to others.	



Cherry Tree Academy Medium Term - Religious Education

Autumn 2		
UKS2	Why is the Torah so important to Jewish people?	
	Year 5	Year 6
	<p>L1: What do Jewish people look like, and where do we find Jewish people in the UK?</p> <p>L2: : What is the Torah and what is a Sefer Torah?</p> <p>L3: Why are there different types of synagogue in the UK?</p> <p>L4 : How does the Torah influence what Jewish people might eat?</p> <p>L5:How are Jewish people adapting festivals in the UK?</p> <p>L6: Why is the Torah important to Jewish people?</p>	<p>L1: What do Jewish people look like, and where do we find Jewish people in the UK?</p> <p>L2: : What is the Torah and what is a Sefer Torah?</p> <p>L3: Why are there different types of synagogue in the UK?</p> <p>L4 : How does the Torah influence what Jewish people might eat?</p> <p>L5:How are Jewish people adapting festivals in the UK?</p> <p>L6: Why is the Torah important to Jewish people?</p>
Key Concepts to assess	<p>L1: Children will know that British Jews come from a range of ethnic and cultural backgrounds and the key traditional dress.</p> <p>L2: Children will know that the Torah is made up of the five books of Law from Genesis to Deuteronomy, Traditionally Jewish people believe the Torah was given to Moses when God made a covenant with the Jewish people.</p> <p>L3: Children will know what is similar and what is different in an orthodox and progressive synagogue.</p> <p>L4: Children will know that for some Jews there are rules about what you can and can't eat and that food laws for Jewish people are called Kashrut.</p> <p>L5: Children will know that Jewish people celebrate Pesach as part of the tradition and identity but now many Jews are wanting to stress the important role of women in Jewish history, and more Jews are becoming vegetarian or vegan – yet still want to participate in festivals</p>	<p>L1: Children will know that British Jews come from a range of ethnic and cultural backgrounds and the key traditional dress and meanings behind these.</p> <p>L2: Children will know that the Torah is made up of the five books of Law from Genesis to Deuteronomy and in Hebrew this Bereishit to D'varim. Traditionally Jewish people believe the Torah was given to Moses when God made a covenant with the Jewish people. They will also know why is it so important that the Torah scroll is handwritten and that it contains 613 rules that teach Jewish people how to live</p> <p>L3: Children will know what is similar and what is different in an orthodox and progressive synagogue and explain why might Progressive synagogues have female Rabbis whilst most Orthodox do not?</p> <p>L4: Children will know that for some Jews there are rules about what you can and can't eat and that food laws for Jewish people are called Kashrut and that Treif is food that is not kosher. They will also understand not all Jewish people observe all the laws of Kashrut.</p> <p>L5: Children will know that Jewish people celebrate Pesach as part of the tradition and identity but now many Jews are wanting to stress the important role of women in Jewish history, and more Jews are becoming vegetarian or vegan – yet still want to participate in festivals. They will be able to explain when these adaptations are more likely between Orthodox and Progressive Jews.</p>
Vocabulary	Torah Sefer Torah Orthodox Secular Pesach (Passover) Synagogue Kosher Progressive Kashrut	Torah Sefer Torah Orthodox Secular Pesach (Passover) Synagogue Kosher Progressive Kashrut Bereishit D'varim Treif
Experiences	Opportunity to visit a synagogue	
SMSC	Children explore the rich diversity of Jewish identity in the UK and consider how beliefs, texts, and traditions like the Torah and Kashrut influence Jewish life. They develop spiritual and social understanding by reflecting on how festivals and customs help Jewish people express their faith, values, and belonging.	
British Values	Children learn about the beliefs and practices of Jewish communities as part of Britain's religious diversity, showing mutual respect and understanding for the traditions and adaptations that shape Jewish life today.	
School Values	Inclusive – children recognise and value the cultural and religious diversity of Jewish people in the UK, understanding how different practices reflect identity and belief. Considerate – children show respect when exploring why traditions are important to others and how beliefs influence daily life.	



Cherry Tree Academy Medium Term - Religious Education

Spring 1		
UKS2	For Christians, what kind of king is Jesus?	
	Year 5	Year 6
	L1: In Jesus’ parables, who is invited into God’s kingdom? L2: : According to Jesus’ teachings, how important is forgiveness in God’s kingdom? L3: How does Christian Aid try to make the world more like God’s kingdom? L4 : How do Christians see God’s kingdom as being now and in the future? L5: For Christians, what are the features of God’s kingdom and Jesus’ kingship? L6: How do Christians try to live in God’s kingdom?	L1: In Jesus’ parables, who is invited into God’s kingdom? L2: : According to Jesus’ teachings, how important is forgiveness in God’s kingdom? L3: How does Christian Aid try to make the world more like God’s kingdom? L4 : How do Christians see God’s kingdom as being now and in the future? L5: For Christians, what are the features of God’s kingdom and Jesus’ kingship? L6: How do Christians try to live in God’s kingdom?
Key Concepts to assess	L1: Children will know that Christians find a range of meanings in parables and link these to Luke 14:12-24 L2: Children will know that the Bible teaches Christians about how important forgiveness is in God’s kingdom both to forgive and be forgiven. L3: Children will know Christian Aid workers don’t just go in and give things to people but help communities to build and sort things themselves with financial support explaining how the work of the charity links to Jesus’ kingdom on Earth. L4: Children will know that that Christians see God’s kingdom in different ways. Some see it as making this world a better place while others see it as describing a future eternal perspective – about a future heaven. L5: Children will know that for Christians being in the kingdom is not an easy path and the believe they must be generous and forgiving L6: Children will know how Christians use the teaching of Jesus and the stories within the Bible to live and learn in their everyday lives through first hand experience.	L1: Children will know that Christians find a range of meanings in parables, giving examples linked these to Luke 14:12-24. L2: Children will know that the Bible teaches Christians about how important forgiveness is in God’s kingdom both to forgive and be forgiven and link this to taught parables. L3: Children will know Christian Aid workers don’t just go in and give things to people but help communities to build and sort things themselves with financial support explaining how the work of the charity links to Jesus’ kingdom on Earth and links to the parables that they studied earlier in the unit. L4: Children will know that that Christians see God’s kingdom in different ways. Some see it as making this world a better place while others see it as describing a future eternal perspective – about a future heaven and understand how both these views show their belief in hope, love, forgiveness and an eternal perspective. L5: Children will know that for Christians being in the kingdom is not an easy path and the believe they must be generous and forgiving and also explain that Christians believe there will come a time when accepting God’s kingdom will not be available. L6: Children will know how Christians use the teaching of Jesus and the stories within the Bible to live and learn in their everyday lives through firsthand experience and compare this to their own life and beliefs.
Vocabulary	Parable, Kingdom , Salvation, Forgiving , Unforgiving, Banquet, Biblical,Unjust	Parable, Kingdom , Salvation, Forgiving , Unforgiving, Banquet, Biblical, Inheritance, Social, eternal
Experiences		
SMSC	Children reflect on moral ideas of forgiveness, generosity, and fairness in Jesus’ parables, and explore how these values shape Christian lives today.	
British Values	Children respect Christian beliefs about building a fair and caring community, understanding how faith can inspire acts of charity and service.	
School Values	Considerate – children show empathy when learning about forgiveness and inclusion in God’s kingdom. Honest – children reflect on how their own actions can make the world fairer and kinder.	
Spring 2		



Cherry Tree Academy Medium Term - Religious Education

UKS2	What difference does the resurrection make to Christians?	
	Year 5	Year 6
	<p>L1: Why do Christians believe Jesus was resurrected?</p> <p>L2: : How do many churches mark Good Friday and Easter Sunday?</p> <p>L3: What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt?</p> <p>L4 : When and why might a Christian have to stand up for their beliefs?</p> <p>L5: Why do Christians have hope even when someone dies?</p> <p>L6: What difference does the resurrection make to Christians?</p>	<p>L1: Why do Christians believe Jesus was resurrected?</p> <p>L2: : How do many churches mark Good Friday and Easter Sunday?</p> <p>L3: What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt?</p> <p>L4 : When and why might a Christian have to stand up for their beliefs?</p> <p>L5: Why do Christians have hope even when someone dies?</p> <p>L6: What difference does the resurrection make to Christians?</p>
Key Concepts to assess	<p>L1: Children will know that Christians believe the witness statements in Luke's Gospel describe the events three days after the death of Jesus by crucifixion support Christian belief that Jesus came to Earth as God 'in the flesh' (incarnation) and that his death and resurrection are fundamental to Christian belief.</p> <p>L2: Children will understand the traditions of Good Friday and Easter Sunday:</p> <p>L3: Children will understand why is Easter day so important for Christians and how this differs in feeling to Good Friday.</p> <p>L4: Children will know that Christians believe Jesus died on the cross to forgive the sins of his people and how they use this message to stand up for what they believe to be right in their daily lives.</p> <p>L5: Children will know that while there is obvious sadness Christian funerals are also a time of celebration because of the Christian belief of that person going to spend eternity with God</p> <p>L6: Children will know how Christians use the resurrection of Jesus as a basis of their belief of hope and forgiveness.</p>	<p>L1: L1: Children will know that Christians believe the witness statements in Luke's Gospel describe the events three days after the death of Jesus by crucifixion support Christian belief that Jesus came to Earth as God 'in the flesh' (incarnation) and that his death and resurrection are fundamental to Christian belief. They will also know that Christians believe the other gospels also support this belief.</p> <p>L2: Children will understand the traditions of Good Friday and Easter Sunday and explain the symbolism within these.</p> <p>L3: Children will understand why is Easter day so important for Christians and how this differs in feeling to Good Friday and explain how they share these feelings through song and prayer.</p> <p>L4: Children will know that Christians believe Jesus died on the cross to forgive the sins of his people and how they use this message to stand up for what they believe to be right in their daily lives giving examples of the gospels they use to support their belief</p> <p>L5: Children will know that while there is obvious sadness Christian funerals are also a time of celebration because of the Christian belief of that person going to spend eternity with God and understand the symbolism of verses written on their gravestones to share God's good news of salvation with others.</p> <p>L6: Children will know how Christians use the resurrection of Jesus as a basis of their belief of hope and forgiveness and be able to link these to the gospels.</p>
Vocabulary	Salvation, Resurrection, Interpret, Sacrifice, Biblical, Theological, Gospel, Eternal life, Incarnation, Funeral, Luke, Genesis, Deuteronomy	Salvation, Resurrection, Interpret, Sacrifice, Biblical, Theological, Gospel, Eternal life, Incarnation, Funeral, Genesis, Deuteronomy Luke, Matthew, Mark, John
Experiences	Invite a Christian minister 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	
SMSC	Children reflect on the powerful emotions of Good Friday and Easter Sunday, exploring the themes of sacrifice, hope, and forgiveness central to Christian faith.	
British Values	Children respect Christians' right to celebrate Easter and share their beliefs, understanding how faith shapes traditions, morals, and a sense of community.	
School Values	<p>Honest – children think about how Christians share beliefs with honesty and courage.</p> <p>Resilient – children learn how Christians find hope even in sadness, inspiring perseverance in difficult times.</p>	



Cherry Tree Academy Medium Term - Religious Education

Summer 1		
UKS2	How can following God bring freedom and justice?	
	Year 5	Year 6
	<p>L1: What can we learn about the story of the Exodus in the Bible?</p> <p>L2: : Where do we think the Exodus story shows Moses' trust in God?</p> <p>L3: How might the Exodus story help Christians when life gets tough?</p> <p>L4 : What do we think about the importance of the Ten Commandments?</p> <p>L5: How do many Christians try to bring freedom and into today's world?</p> <p>L6: What can we say about the Exodus story, its themes and its importance for Christians today?</p>	<p>L1: What can we learn about the story of the Exodus in the Bible?</p> <p>L2: : Where do we think the Exodus story shows Moses' trust in God?</p> <p>L3: How might the Exodus story help Christians when life gets tough?</p> <p>L4 : What do we think about the importance of the Ten Commandments?</p> <p>L5: How do many Christians try to bring freedom and into today's world?</p> <p>L6: What can we say about the Exodus story, its themes and its importance for Christians today</p>
Key Concepts to assess	<p>L1: Children will know the story of Exodus tells how people were living in Egypt several thousand years ago, where they had been enslaved, and how they were led to freedom by a leader, called Moses</p> <p>L2: Children will understand the challenges Moses faced and how this shows his faith in God.</p> <p>L3: Children will know how Christians use the challenges and faith in the story of Exodus to inspire them to have faith when facing challenges.</p> <p>L4: Children will know what the 10 Commandments are and why the People of God may have needed each of these commandments.</p> <p>L5: Children will know that Christians look to the Bible as a source of wisdom and that it teaches them many things about how they should act.</p>	<p>L1: Children will know the story of Exodus tells how people were living in Egypt several thousand years ago, where they had been enslaved, and how they were led to freedom by a leader, called Moses and how this show God fulfilling his promise to forgive the repentant.</p> <p>L2: Children will understand the challenges Moses faced, how this shows his faith in God and explain how this helps Christians today to have trust in God.</p> <p>L3: Children will know how Christians use the challenges and faith in the story of Exodus to inspire them to have faith when facing challenges and compare/contrast this to how they overcome challenges in their own lives. L4: Children will know what the 10 Commandments are, why the People of God may have needed each of these commandments and explain if they think the commandments are still relevant for Christians today</p> <p>L5: Children will know that Christians look to the Bible as a source of wisdom and that it teaches them many things about how they should act and give examples of how Christians use the gospel to act in everyday life.</p>
Vocabulary	People of God, Children of Israel, Freedom, Justice, Moses, Exodus, Slavery, Egypt, Pharoah, Rescue, Commandments	People of God, Children of Israel, Freedom, Justice, Moses, Exodus, Slavery, Egypt, Pharoah, Rescue, Commandments, Relevant Repentant
Experiences	Speak to a person from Christian Aid Q+A session via X.	
SMSC	Children reflect on the themes of faith, freedom, and justice in the Exodus story, considering how these inspire Christians to persevere and help others today.	
British Values	Children understand the importance of rules, like the Ten Commandments, in guiding moral behaviour and respect how faith traditions contribute to our shared values of fairness and compassion.	
School Values	<p>Resilient – children explore how stories of perseverance in faith can inspire them to keep going during tough times.</p> <p>Honest – children think about how commandments and values can help them act truthfully and with integrity.</p>	



Cherry Tree Academy Medium Term - Religious Education

Summer 2		
UKS2	Why do some people believe in God and some people not?	
	Year 5	Year 6
	<p>L1: Belief in God: what patterns can we see in our local area, our country and our world?</p> <p>L2: : : What do we mean by agnostic, atheist or theist? I</p> <p>L3: How can psychology help us understand what people mean when they think about the idea of God?</p> <p>L4 : : What can we learn from theology about the idea of God?</p> <p>L5: Why do some people believe that God does not exist?</p> <p>L6: Why do some people believe in God and some people not?</p>	<p>L1: Belief in God: what patterns can we see in our local area, our country and our world?</p> <p>L2: : : What do we mean by agnostic, atheist or theist? I</p> <p>L3: How can psychology help us understand what people mean when they think about the idea of God?</p> <p>L4 : : What can we learn from theology about the idea of God?</p> <p>L5: Why do some people believe that God does not exist?</p> <p>L6: Why do some people believe in God and some people not?</p>
Key Concepts to assess	<p>L1: Children will understand the comparative percentages of religions in the UK and round the world.</p> <p>L2: Children will know that philosophers are people who like to think about how to answer those 'big' questions that are difficult for anyone to answer big questions by thinking hard and logically how this this opposes some religious concepts and scale the terms agnostic, theist and atheist.</p> <p>L3: Children will know that phycologists are interested in what people think and such as Dr Carissa Sharp look at ideas about belief in God through the lens of psychology.</p> <p>L4: Children will know that for Christian theologians, one of the ways they believe they can know more about God is by looking at the Bible. L5: Children will understand Humanist beliefs and why this means they do not believe in the concept of religion.</p> <p>L6: Children will reflect on their own positionality. Where do they stand? Which of the three words would be closest to their own position; agnostic, atheist or theist ?</p>	<p>L1: L1: Children will understand the comparative percentages of religions in the UK and round the world and explain why the figure differ.</p> <p>L2: Children will know that philosophers are people who like to think about how to answer those 'big' questions that are difficult for anyone to answer big questions by thinking hard and logically how this this opposes some religious concepts and explain the terms agnostic, theist and atheist.</p> <p>L3: Pupils will know that phycologists are interested in what people think and such as Dr Carissa Sharp look at ideas about belief in God through the lens of psychology and how to use the LAMBI scale to classify concepts.</p> <p>L4: Children will know that for Christian theologians, one of the ways they believe they can know more about God is by looking at the Bible and that Christian theologians are trying to find out more about what God is like from analyzing a range of information.</p> <p>L5: Children will understand Humanist beliefs and why this means they do not believe in the concept of religion and explain the changes in census data over time in relation to humanist beliefs.</p> <p>L6: Children will reflect on their own positionality. Where do they stand? Which of the three words would be closest to their own position; agnostic, atheist or theist ? They will be able to explain their opinions giving reasons based on life experience and what we have learned.</p>
Vocabulary	Theist, Atheist, Psychology, Evidence, Psychologist, Agnostic, Humanist, Philosophy, Reason, Theologian	Theist, Atheist, Psychology, Evidence, Psychologist, Agnostic, Humanist, Philosophy, Reason, Theologian LAMBI scale, positionality
Experiences	Children to take part in a debate on the	
SMSC	Children reflect on big questions about belief in God, exploring different viewpoints and thinking deeply about their own and others' perspectives on faith, doubt, and meaning.	
British Values	Children learn to respect diverse beliefs and non-beliefs, understanding that freedom of thought and respect for others' worldviews are essential to living together in a fair and tolerant society.	
School Values	<p>Inclusive – children recognise that everyone has different beliefs and opinions, and value these differences.</p> <p>Honest – children reflect openly on their own ideas and listen to others with respect.</p>	

