

Religious Studies Curriculum Review

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KS3-4 Curriculum Objectives:

Overarching Objective	Units
<p>1. Critically evaluate arguments so they can have intelligent conversations about religious discourse.</p> <p>We aim for students to have sufficient foundational knowledge of the world religions and moral viewpoints so that they can confidently and appropriately partake in discussion and debate. We want students to be able to critique and support their views and the views of others suitably and come to balanced and informed opinions and choices.</p>	All
<p>2. (key stage 4) compare religious, non-religious and ethical views</p> <p>We aim for students to appreciate and respect the non-religious, philosophical and ethical view points held by many people instead of or alongside religious view points. Understanding and applying these different perspectives to issues within religion and ethics will support objective 1. This objective is as important for those of religious faith as well as those or no stated faith as it helps students to come to decisions concerning right and wrong and understand the history and relativity in many cases of these views.</p>	Rites of passage Moral issues Post -holocaust theology
<p>3. Appreciate the similarities and differences between religions</p> <p>We want students to have an understanding of the commonalities within religions through knowledge of the history of the religions and their spread. We want students to be able to compare and contrast the ways in which religion is practiced and the beliefs held and consider why despite being geographically or historically distant there may be similarities and link this to what it tells us about the human condition.</p>	Intro to RS and creation stories Religion over place and time Rites of passage Moral issues Eschatology in Islam and Christianity (GCSE)
<p>4. Basic and broad understanding of the 6 major world religions</p> <p>In order to foster a true acceptance and understanding of people of different religions students need to have a basic understanding of the beliefs and practices of those religions. This will enable students to have a better understanding of people in their community, their culture and the reasons behind behaviours they may see and not understand. We hope it will also enable students to be more successful global citizens, who can travel the world and experience new cultures with an accurate understanding of how they ought to behave, how to show respect in these different settings and how and why religion is important to different people.</p>	Judaism Christianity Islam Buddhism Sikhism Hinduism
<p>5. Apply religious beliefs and teaching to ethical and moral issues</p>	Moral issues

<p>Application of religious beliefs to complex and subjective issues is a skill students must develop for the GCSE and A level papers as this makes up half of the GCSE course. More importantly however it is essential that students understand that religious beliefs are not held in isolation of every day decision making and they are a powerful driving force in the lives of many people. This objective will enable students to understand the connection between the beliefs that people hold and the choices they make in their every day lives, particularly in deciding what is right and wrong. Students will need to know not only what decisions religious people make, but why they make them.</p>	<p>Matters of life and death Crime and punishment Marriage and family Peace and conflict</p>
<p>6. To make informed decisions regarding ethical and moral issues</p> <p>This links to objective 1, 2 and 5 as students are confronted with issues which are complicated and subjective they must be equipped both in the classroom and in their daily lives to make informed decisions and have an understanding of how and why others may make different choices and the implications of that.</p>	<p>Moral issues Matters of life and death Crime and punishment Marriage and family Peace and conflict</p>
<p>7. To consider how religions enhance society but also consider the issues that can arise from people holding those beliefs</p> <p>Religion is ever changing in the modern world and the way in which people hold their beliefs is different across time and culture. We want students to understand the sacrifices that religious people make for their faith and why that is considered positive but also why being religious can be difficult and multifaceted. We want students to be aware of the positive force religion is in the world and ensure students are presented with a fair and representative summary of the work of religions nationally and globally as too often the media shows a negative portrayal. We of course aim to show students the damage that religions can do, for example in holding back equality. Being aware of both sides of the argument and the diversity of views and work within religions will allow students to come to informed and fair conclusions about the effect of religion in the modern world.</p>	<p>Post holocaust theology Religion over place and time Moral issues Rites of passage Matters of life and death Crime and punishment Marriage and family Peace and conflict Moral issues</p>
<p>8. To understand why people are religious and why the religious landscape has changed over the time and space (the spread and decline of religion across the world)</p> <p>We aim for students to understand the human condition, why there have always been religious people and why religion persists today even though the world looks very different. This involves students understanding how religion enhances people's lives and provides a sense of identity and community. We also want to develop the students historical and geographical skills through this outcome so they can understand better the religious landscape and the interconnectedness of the faiths across the world.</p>	<p>Religion over place and time Rites of passage Living the Christian life Living the Muslim life Marriage and family</p>

KS3-4 Curriculum Time line and rationale:

	Topic and number of lessons					
Year 7 2 x lessons per week (64)	Intro to world religions and creation stories (12)	Religion over place and time (10)	Judaism (14)	Life of Jesus (12)	Islam (12)	Rites of passage (12)
Rationale	Students come to secondary school with a variety of (and in some cases lack of) experience of Religious Education. We begin with this unit to ensure students have the understanding of what a belief is and what God is like in different religions. This must be studied first before we look at how those beliefs lead to organised religion.	This unit is somewhat cross-curricular and supports work on chronology in history and maps in Geography. Students need to understand the timings and locations of the origins of religions to help them to understand their spread and why there are similarities and differences in the beliefs and practices. This unit is an essential basis for the upcoming units on the Abrahamic faiths as they will understand the significance of the origins of these 3 religions and their shared past.	This unit introduces students to the practices of religion; holy books, buildings and rituals. Judaism a good place to begin when studying religions phenomenologically as it is rich in story symbolism which students can connect to. This can then be transferred onto other religious practices as we study them. This helps students to understand that religion is a way of life, a culture and a community.	This unit focuses on the life of Jesus and how this led to the spread and rise of a religion. Deep knowledge of the life of Jesus is essential for GCSE study and also for understanding Christian culture common in Britain. This helps students to understand that religion is led by charismatic leaders but put into place then by people. It provides a different perspective to the Judaism unit.	This helps students to understand that religion is based on actions, sacrifice and commitment through looking at the 5 pillars of Islam as the main lens. It again provides a different perspective to Judaism and Christianity. Students will particularly focus on drawing comparisons here between the beliefs and practices of Judaism and Islam.	This unit is thematic and brings together the beliefs learned from the Abrahamic faiths and considers how this is put into practice to mark important events. It links clearly back to the religion over place and time unit which considers why people are religious and what it brings to their lives as these rites of passage link to the human condition and how this is marked by religion. Some rites of passage from Sikhism and Hinduism are also covered – students have been exposed to these religions briefly in the first two topics of year 7 but this will also spark and interest in the religions we will cover next year and provide a basis to work from. Thematic study of a religion is more difficult than phenomenological study and we only cover this one thematic unit in year 7. It has been chosen as sparks debate and interest but is reasonably non-controversial and does not require the same level of maturity as some of the issues we will tackle moving forwards.

Year 8 2 x lessons per week (64)	Hinduism (12)	Buddhism (10)	Sikhism (12)	Moral issues (12)	Post-holocaust theology and Jewish condition (12)	Moral issues (12)
Rationale	<p>We begin year 8 and our study of the Eastern Religions with Hinduism as it is chronologically first. The Eastern religions are studied second as students are less familiar with them and it is important to learn key concepts of religion such as ritual, sacrifice, community with the Abrahamic faiths which they are more familiar with before applying these broad concepts to Hinduism. Students will draw on their knowledge and understanding from the religion over place and time unit to consider why the beliefs held are very different to the Abrahamic faiths. They will also consider though the similarities common in this religion too e.g. a holy book, festivals and what this teaches us about the human condition.</p>	<p>Buddhism is very different to the other 5 major world religion and we will reflect on why this religion is growing and popular in the West despite originating in the East. This unit therefore comes later as they must have knowledge of the other Western religions to compare to. Studying Theravada and Maayana Buddhists allows students to reflect on how one religion can be practiced differently – this will link back to their learning on Orthodox and Reform Judaism and will be a good basis for looking at ethical perspectives and moral issues (including at GCSE) when they will consider the array of viewpoints (liberal to conservative) within a religion.</p>	<p>Sikhism is the youngest religion chronologically and ends our phenomenological study of the major world faiths. This unit picks up on the work covered in year 7 which focussing on leadership within religion. Again are less familiar with the Eastern religions we cover this broad concept from Christianity first and then apply it to this new context.</p>	<p>Thematic study of religion and application of religion is more difficult than the study of beliefs and actions which has been covered thus far. It is essential to have a firm grounding in the beliefs of a religion before applying them to new and complicated issues. Hence the timing of this unit. We have chosen issues of life and death as it has clear links to the GCSE and is an opportunity for students to begin to shape their own views about what they believe is right and wrong on very controversial issues. It is a difficult unit in terms of content and maturity and enables students to see the complexity of putting beliefs into action and the conflicting ideas within religions. With the variety of views it allows them to consider non religious and ethical views as well and come to reasoned conclusions and form their own views.</p>	<p>In this term in history students are studying the Holocaust. They will learn there what happened during this period of time and why it happened and we will concentrate in RS on the effect that had on the people at the time and on the religion moving forward. We will look at philosophers' views which will introduce students to the notion of using scholars to support arguments. When we study (at GCSE) suffering and how it causes a problem for God and for people, this unit will be an excellent grounding.</p>	<p>Our second moral issues unit is taught last as it requires a level of maturity as students consider issues such as equality of gender and sexuality and whether religion promotes or hinders rights in these areas. We study this unit once students have a firm knowledge of the religious basics but also a deeper understanding of the multifaceted nature of religion. Having looked at the diversity within religion they are now well placed to come to conclusions about whether religious views on these issues are justifiable. Having started year 7 looking at the origins of religion, this unit allows students to look at religious views on very modern issues and how religions have changed and adapted in the modern world.</p>

Year 9 3 x lessons per week (top 2 sets only initially)	Christian beliefs (16)	Crime and Punishment (16)	Muslim beliefs (16)	Marriage and Family (16)	Living the Christian life (16)
Year 10 2 x lessons per week	Matters of life and death (16)	Living the Muslim life (16)	War and peace (16)	Revision	

KS3-4 Enquiry lines

While we will not restrict ourselves to these enquiry lines and some units may go beyond these while other units may not cover them in full, we will broadly look at through the units that we cover the following lines of enquiry:

- What do people believe?
- Why do they believe it?
- How does the belief shape their actions?
- What are the benefits and challenges that result in these beliefs and actions.

In some cases where we revisit religions through the spiral curriculum we will address all lines of enquiry but not in a single unit and may pick up the missing lines of enquiry later in the key stage.

Below is a summary of how these 4 lines of enquiry are met throughout our schemes of work.

Year 7:

Unit	What do people believe?	Why do they believe it?	How does the belief shape their actions?	What are the benefits and challenges that results from these beliefs and actions
Intro to world religions	<ul style="list-style-type: none"> • Christian, Hindu and Sikh creation stories • Scientific creation of the world • Features of God (omnipotent, merciful, omnibenevolent, judge, omniscient, omnipresent) • Types of suffering (moral and natural) 	<ul style="list-style-type: none"> • People believe creation stories because it is in holy books, passed on by word of mouth, faith etc • Science believed because of fact and evidence • People believe features of God as it is written in texts and experienced • People believe in suffering because of experience 	<ul style="list-style-type: none"> • Christian creation story shapes actions as it influences stewardship and role of humans • The beliefs from Hindu and Sikh creation stories and how it shapes actions will be revisited in year 8 when we look at puja and polytheism • Beliefs about God being a judge, powerful, merciful etc link to prayer, repentance etc 	<ul style="list-style-type: none"> • Challenges of creation stories are that they contradict science which can be difficult to navigate • Suffering leads people to doubt God's nature and existence • Benefits of believing in features of God are that it helps people to feel comforted, like they have second chances in this life and in the afterlife

	What do people believe?	Why do they believe it?	How does the belief shape their actions?	What are the benefits and challenges that results from these beliefs and actions
Religion over place and time	<ul style="list-style-type: none"> This unit does not look at the specifics of what different religions believe. In the upcoming units we go through the core beliefs of the 6 world religions. The aim of this unit is to focus on the human condition and why people believe at all, rather than what they believe in. 	<ul style="list-style-type: none"> Reasons people are religious Reasons religion spreads and people take on different religious beliefs 	<ul style="list-style-type: none"> Since this unit does not look at specific beliefs, it also does not look at the resultant actions 	<ul style="list-style-type: none"> Benefits and drawbacks of being religious generally

	What do people believe?	Why do they believe it?	How does the belief shape their actions?	What are the benefits and challenges that results from these beliefs and actions
Judaism	<ul style="list-style-type: none"> • There is a covenant between the Jewish people and God • The Torah is the holy book with laws from God which must be followed • Different forms of Judaism place different emphasis on what to believe • The synagogue is a holy place to worship God • The Sabbath should be marked through rituals and sacrifice to respect God • Coming of age should be marked by rituals and responsibilities to respect God • Historic events pertinent to the Jewish condition should be marked by ritual events which the community partake in 	<p>Throughout this scheme we return continually to the notion that many of these beliefs are held for the following reasons:</p> <ul style="list-style-type: none"> • They are in holy books • They fulfil the requirements of the covenant • They create a sense of community • They create a sense of identity 	<ul style="list-style-type: none"> • Belief in the covenant shapes actions such as circumcision, belief in one God and keeping mizvot • Belief the sanctity of the Torah and leads to ritual treatment of it in the synagogue • Belief in the sanctity of the synagogue leads to ritual actions and symbolism of objects • Belief in the sanctity of the sabbath leads to rituals such as no electricity, symbolic food, special prayers • Beliefs in marking events leads to symbolic actions such as special meals e.g. Passover meal and specific actions like wearing certain clothes at Yom Kippur 	<ul style="list-style-type: none"> • In the Torah lesson we consider whether some of the mitzvot are outdated and what implications this has on Jews today • In the orthodox / reform lesson we look at the potential tension between these communities • In the diaspora lesson we consider the challenges of believing you have a right to a land and how it feels to be displaced • In the Bar Mitzvah lesson we look at why holding responsibilities for your religion is a privilege and a burden • In the Sabbath lesson we look at how having a day set aside brings communities together and is a chance to focus on God and family but also the difficulties managing the expectations of the Sabbath can be in the modern world

	What do people believe?	Why do they believe it?	How does the belief shape their actions?	What are the benefits and challenges that results from these beliefs and actions
Christianity	<ul style="list-style-type: none"> • Christians believe that Jesus performed healing and natural miracles • Christians believe that Jesus was baptised by John and sins were washed away • Christians believe Jesus chose a group of followers to help him disseminate his message • Jesus was both God and man • Jesus died on the cross and was raised 3 days later • There are different books Christians believe at the new testament example usurps the old testament • Christians have an obligation to spread the word of God 	<ul style="list-style-type: none"> • Christians believe Jesus performed miracles because he demonstrated supernatural powers • Jesus' baptism and belief on disciples are believed because it was written in the Bible. • Christians believe Jesus was both man and God due to events such as the cleansing of the temple, weakness on the cross (man) resurrection and miracles (God) • Christians believe that Jesus died on the cross for the salvation of others and fulfill the Prophecy of Isaiah • Jesus' example and rejection of Jewish tradition leads Christians to prefer the teachings of the new testament • Paul's initial spreading of the gospel set a precedent for evangelism as a Christian tradition 	<ul style="list-style-type: none"> • Christians get baptised to follow Jesus' example (this will be addressed in the rites of passage unit) • Christians evangelise actively (this will also be addressed in the previous unit – religion over place and time) • Christians celebrate Easter to demonstrate beliefs on crucifixion and resurrection (this is not taught explicitly but will be mentioned in class) 	<ul style="list-style-type: none"> • There are contradictions between the old and new testament which causes problems for Christians as they are unsure how to put beliefs into practice or apply them (this will be addressed in more detail at GCSE when we apply teachings to themes) • We consider the different explanations of the miracles and how they could be explained alternately and why this might cause doubt on the beliefs • Infant vs adult baptism (dealt with in rites of passage unit)

	What do people believe?	Why do they believe it?	How does the belief shape their actions?	What are the benefits and challenges that results from these beliefs and actions
Islam	<ul style="list-style-type: none"> • 5 pillars of Islam: • Shahadah • Sawm • Zakat • Salah • Hajj • The mosque is a holy place to worship God • Muslims struggle internally and externally (jihad) 	<ul style="list-style-type: none"> • Muslims believe in the 5 pillars as they are the foundation of the religious tradition and were proposed by the Prophet, they create a sense of identity and community • Muslims believe their must be the lesser jihad as this mirrors the initial struggle which supported the development of Islam and their must be a greater jihad to demonstrate righteousness for heaven 	<ul style="list-style-type: none"> • Each of the 5 pillars links to specific actions: • Shahadah (stating Allah is one – this also links to rites of passage for the birth ritual) • Sawm (fasting during Ramadan) • Zakat (alms) • Salah (prayer 5 times per day) • Hajj (pilgrimage) • Jihad leads Muslims to defend their religion, in a holy war if necessary 	<ul style="list-style-type: none"> • In each of the 5 pillars lessons we consider the practical difficulties of abiding by these beliefs/actions especially in modernity. • Should all people be obliged to give zakat? What are the benefits of all people even the poor giving to charity? • What are the difficulties of completing a hajj and do all people need to do it? • The concept of jihad is presented in the media in a negative way and this can affect the perception of Islam generally

	What do people believe?	Why do they believe it?	How does the belief shape their actions?	What are the benefits and challenges that results from these beliefs and actions
Rites of Passage	<ul style="list-style-type: none"> • Rites of passage are events which mark important and transitional stages • Christians mark entry into the church by baptism which cleanses sins • Sikhs mark the safe arrival of a baby by naming the Baby with the Guru Granth Shahib • Jews mark the entry of the male baby into the religion by circumcision (brit milah) which fulfils the requirements of the covenant • Sikhs and Buddhists mark the entry to adulthood through ritualised ceremony which reflects historical leaders • Jews and Muslims mark commitment between two people through a highly ritualised marriage ceremony, which is believed to be unified and decreed by God • Hindus mark death through a ritualised event which supports the deceased in a good rebirth 	<ul style="list-style-type: none"> • Rites of passage have always been used to create a sense of community and identity within religion • Christians believe in baptism because it follows the example of Jesus • Sikhs believe in using the holy book to name the baby to show the connection to the religion • Brit Milah is completed to fulfil the obligations of the covenant made with Abraham • Marking of adulthood reflects the actions of leaders who showed commitment to the religion • Rituals are used to show commitment in marriage as it increases the sanctity of the vows • Hindus mark death in a specific way to reflect their belief in karma and rebirth 	<ul style="list-style-type: none"> • Rites of passage are in themselves actions and in each case we will look at the detail of what happens at the event 	<ul style="list-style-type: none"> • Challenges of birth rites of passage – does this give choice to a child? On the other hand what are the benefits of being raised religious and part of a community from birth – this will be looked at for all birth rites • Adult initiation ceremonies – increase levels of commitment as people choose to make a commitment to their religion freely • We will consider the benefits and drawbacks of arranged or community marriage

Year 8:

Unit	What do people believe?	Why do they believe it?	How does the belief shape their actions?	What are the benefits and challenges that results from these beliefs and actions
Hinduism	<ul style="list-style-type: none"> • Hindus Gods • Gods and goddess • Festivals- to celebrate these Gods. (Diwali) • Hindus believe in the cycle of life and reincarnation. Their actions in this life will determine the next. • Hindus believe instructions of how to live their lives is in ancient scriptures. • Many Hindus follow a caste system, which they believe they have been born into. They believe their actions in this life determine their caste and ultimately if they can be reincarnated. 	<ul style="list-style-type: none"> • Hindus believe in what Gods have instructed as this is the foundation of their religion. • Hindus believe their books are instructions from God on how to best behave in this world so they can achieve moksha and be with God in the next life. • Many Hindus believe they have had lived before and believe they have evidence to support their belief in a past life. 	<ul style="list-style-type: none"> • Belief will affect many actions of a Hindu life. • They want to ensure all of their actions are good and holy so that they can achieve good karma. • Hindus will try to ensure they take part in religious festivals to show their devotion and thankfulness. • Hindus will complete daily worship to communicate to God. Hindus will do this alone or usually as a family. 	<ul style="list-style-type: none"> • It may a challenge for Hindus to complete daily acts of worship. • A benefit of Hindu belief is the focus of family and how close Hindu families can be, all being involved in family acts of worship. • In the caste system lesson, we will look at the problems of the caste system and whether this is a fair system. • In the cycle of life lesson, we will discuss the difficulties and injustices of the life of an untouchable.

	What do people believe?	Why do they believe it?	How does the belief shape their actions?	What are the benefits and challenges that results from these beliefs and actions
Buddhism	<ul style="list-style-type: none"> • Buddhists seek to reach a state of nirvana, following the path of the Buddha, Siddhartha Gautama, who went on a quest for Enlightenment. • There is no belief in a personal god. • Buddhists believe that nothing is fixed or permanent and that change is always possible. 	<ul style="list-style-type: none"> • Buddhists follow the teachings of the Buddha and follow his example to try to lead a similar life. • Buddhists believe in enlightenment, when a Buddhist finds the truth about life and stops being reborn because they have reached Nirvana. • Many Buddhists in the UK follow Buddhism due to the links to meditation and reaching a peaceful state. • We will also explore the different types of Buddhists and the reasons for these differences. 	<ul style="list-style-type: none"> • Buddhism has a big impact on a Buddhists behaviour. • Buddhists attempt to show loving kindness towards others and themselves without expecting anything in return. • It is important to Buddhists to have this selfless attitude as it helps them overcome the Three Poisons, which are ignorance, greed and hatred. 	<ul style="list-style-type: none"> • A benefit of a Buddhists life is it focus on meditation, which appeals to the religious and the non-religious. • The sangha makes Buddhists feel part of a community, somewhere they can share their issues and problems. • Difficulty in following the 4 noble truths and accepting suffering in our lives can be very difficulty to many Buddhists. • Meditation may be difficult for Buddhists to achieve in the modern world.

	What do people believe?	Why do they believe it?	How does the belief shape their actions?	What are the benefits and challenges that results from these beliefs and actions
Sikhism	<ul style="list-style-type: none"> • Sikhs believe in the 10 Gurus. Each of these men were spiritual leaders. • Guru Gobind Singh was the 9th guru who decided the final Guru would be Sikhs Holy book- the Guru Granth Sahib. • Sikhs believe in the importance of equality for all. This is something the first Guru Nanak believed in and strongly followed throughout his life. Sikhs try to follow his example in their own lives. 	<ul style="list-style-type: none"> • Sikhs follow the examples of the Gurus. The spiritual leaders. • Sikhs also believe in one God; Sikhs learn about God through the teachings of Guru Nanak. • Sikhs can learn about the Gurus, God and important teachings through their holy book the Guru Granth Sahib. • The first part of the Guru Granth Sahib is the Mul mantra which is an important passage telling Sikhs about God. 	<ul style="list-style-type: none"> • Sikhs show equality in all aspects of their lives. Particularly when performing sewa. These are selfless good deeds which Sikhs are encouraged to perform. • Sikhs perform this at the langar which is the good hall in the Gurdwara. Throughout the Sikhism unit we will look at other examples of how sewa is performed at the Gurdwara. • Sikhs also show their belief through wearing the 5K's and being part of the Khalsa. 	<ul style="list-style-type: none"> • The challenges of being a Sikh may include trying to perform sewa throughout their lives. It may be very difficult to perform sewa in certain situations. • Sikhs may find it difficult to follow the example of the Sikhs in their own lives. For example, Guru Tegh sacrificing his life. • Throughout the unit we will be focusing on the benefits of being a Sikh, particularly the importance of equality and supporting the entire community through the langar and in the Gurdwara.
	What do people believe?	Why do they believe it?	How does the belief shape their actions?	What are the benefits and challenges that results from these beliefs and actions

<p>Moral issues</p>	<ul style="list-style-type: none"> • This unit does not look at the specifics of what different religions believe. • The aim of this unit is to focus on moral issues and how individuals respond to these. • This unit will also cover how people make moral decisions. This will be done through looking at many real-life examples. 	<ul style="list-style-type: none"> • We will be looking at how Christians make moral decisions and the different methods they could use to do this. • Throughout this unit we will look at arguments both for and against controversial issues such as abortion. We will look at reasons why individuals feel strongly about these issues. Some of these reasons will include religious views. 	<ul style="list-style-type: none"> • Since this unit does not look at specific beliefs, it also does not look at the resultant actions. 	<ul style="list-style-type: none"> • This section focuses on moral issues therefore we will be discussing both benefits and challenges of each viewpoint and difficulties these lead too. • For example, in the unit of Euthanasia. We will look at the benefit of euthanasia that someone can be released from pain. But the difficulties that some people could take advantage of the situation. • In this unit we will try to fairly look at both benefits and challenges.
	<p>What do people believe?</p>	<p>Why do they believe it?</p>	<p>How does the belief shape their actions?</p>	<p>What are the benefits and challenges that results from these beliefs and actions</p>

**Post
Holocaust
Theology**

	What do people believe?	Why do they believe it?	How does the belief shape their actions?	What are the benefits and challenges that results from these beliefs and actions

**Moral
Issues 2**

- In this unit we will be looking at a range of moral issues on controversial topics such as Muslim dress, role of women, equality and homosexuality.
- Within each of these viewpoints there are a range of different viewpoints which we will be exploring.
- Many Muslims believe that women should dress respectfully, modestly and cover their heads. Their bodies and faces should only be shown to their husbands. Not all Muslims feel this way particularly women in the 21st century.
- The role of women has changed in many religions also. For example, the role of women in Islam has changed from women being separated in the Mosque for prayer to women in some Mosques leading other women in prayer.
- Homosexuality has been viewed negatively by many religions, due to quotations from religious texts. However, this view is also changing amongst religions some liberal protestants even accepting civil partnerships.

- Muslim women believe they should dress modestly as they believe the Quran instructs them to do this. It is a way of showing obedience and respect to Allah.
- Christian women believe they should be treated equally as in the Bible it says God created men and women at the same time and in his image. However, many Christians also follow in the example Jesus. Jesus only had male disciples; therefore, we could assume he placed importance on men.
- Many Muslims believe that homosexuality is wrong as there are many passages in the Quran condemning it. Many Imams and Muslim communities would also support this. However other Muslims would use other quotations from the Quran to support the idea that God loves all and would be accepting of everyone.

- In this unit we will explore how belief shapes their actions.
- For Muslim women their beliefs are shown by dressing modestly through wearing hijabs, niqabs or burkas.
- The role of women can be seen in actions. For example, women are not allowed to become priests or imams. In Islam men can be married several times whereas women cannot, the role of women is to stay at home and look after the family.
- Beliefs shape actions with homosexuality as many Muslims and Christians will not become homosexuals or associate themselves with homosexuals.
- We will also explore how Muslims are treated in other countries when they are homosexuals.

- We will look at both the benefits and challenges of each of moral issues and explore how pupils feel about these.
- The benefits of women's dress may include looking at how Muslim women are proud of wearing hijabs etc. For example, looking at the example of Nadia Hussain, who is a supporter of this movement.
- The challenges of women being treated differently in religions and how many women feel discriminated by religious laws.
- The challenges of homosexuals in religion. Many individuals feeling unhappy that they cannot love who they want.

Links to Key Stage 2:

As noted in above there is no national curriculum for RS and therefore when students arrive at MVPA/MCA they have a varied experience of Religious Studies. We therefore presume no prior knowledge but are aware that some schools do have excellent RS provision.

We have sought guidance from Mossbourne Parkside Academy and compared our curriculum map to their year 6 medium term plan as well as asking for feedback from the RS lead at this other academy within our federation. Their year 6 MTP indicates that some of the same content covered (particularly when the 'basics' of religions are taught such as holy books, festivals and holy buildings – also covered are the creation stories and the validity of belief in a divine being). Into our schemes of work and resources therefore (especially for these aspects of the unit we will have to focus on going more into depth on symbolism and focussing on the links between religions and why this might be (getting them to link back to the origins of the religions). The review of work covered at primary school will be a useful consolidation however we will ensure that in these cases there is suitable challenge for those who have covered the material before.

It has been noted from our primary colleague that what year 6 students find most challenging is: "The more profound questions as they are primarily used to a knowledge based curriculum. In particular, formulating and vocalising arguments on comparative faith, and justifying belief, has proved difficult." The spiral curriculum we have planned and the review of similarities between religions in the rites of passage unit for example is aimed at developing this skill that students find difficult at a younger age. Our enquiry lines are also set up to push students to do into more depth as to why people believe things and the challenges that may face rather than just cover what people believe, which is more knowledge focussed and what is the main priority at primary school as noted.

Our primary school colleague noted that: "From my assessment, the topics and the coverage within them looks to be well pitched. I think it builds well on the expectations from primary, and the foundation that the children receive in KS2 should give them a good enough grounding in order to be able to tackle this more complex or in depth material." As such we are satisfied with the pitch of our key stage three curriculum and think it is suitable for ensuring all students can access it whether they have or have not have extensive RS teaching in the past. Furthermore, our colleague noted with reference to whether the curriculum is challenging enough that: "I certainly think it has the potential to be. Since many of the individual lesson topics are open-ended, I think the potential for challenge is strong while also allowing for broader access." As such we are satisfied with the challenge offered within our curriculum. It has been set up in a way that it focusses on the more difficult skills that students struggle with at key stage 2. We will ensure there are suitable extension activities and training in responsive teaching to adapt feedback to stretch the most able. We will create, for each year 7 unit a list of the most difficult questions for students to reflect on throughout the unit so we have a bank of resources to use for this.

Extension questions per year 7 unit:

Unit	Extension questions
Intro to world religions and creation stories	<ol style="list-style-type: none"> 1. Why has belief in creation stories declined over time? 2. Suffering often makes people lose belief in God, yet in countries where there is lots of suffering (e.g. war or famine) there is even more belief – why might this be? 3. Since the beginning of time, communities have made up creation stories – why might this be? 4. Creation stories often give humans a very important place in the world, what does that tell us about why they were written? 5. Could you have a religion without a creation story?
Religion over place and time	<ol style="list-style-type: none"> 1. Britain is a religious country whereas America is a secular country, yet more people are religious in America – what can we learn from this? 2. Are people religious out of choice? 3. Given how religion has spread around the world, is it fair that you would be punished in the next time for not being a particular religion? 4. “You can be any religion you like” - how far do you agree? 5. Is it possible that all of the religions are true?

Judaism	<ol style="list-style-type: none"> 1. Judaism is passed on by the mother I.e. if your mother is Jewish, you are Jewish. This means there are lots of secular Jews, people who are born Jewish but do not follow the religion. Is religion by birth or actions? 2. What examples of inequality can be seen in Judaism? How could they be changed and should they be changed? 3. Being Jewish requires a lot of sacrifices, name some and explain why people are willing to do these things. 4. People often find it hard to leave the Jewish community if they want to – why might this be? 5. Would Orthodox and Reform Jews agree that the other group could get to heaven?
Life of Jesus	<ol style="list-style-type: none"> 1. Explain how and why Jesus rejected his Jewish roots 2. Jesus is often called a social reformer (he wanted to change society for the better) - with examples explain why this may be considered the case 3. “Jesus is a good role model to all people” - to what extent do you agree? 4. Lots of people argue that people believe what they want to believe and that actually many of the miracles Jesus did or actions were coincidences or could be explained another way – choose some examples and consider how else they could be explained 5. Should Christians keep any of the rules of the old testament, explain why having both the new and old testament is confusing or difficulty for Christians

Islam	<ol style="list-style-type: none"> 1. Are the 5 pillars all of equal importance? If you had to rank them, could you, would you? 2. Lots of religious actions have practical purposes. Consider what you know about the origins of Islam and why each of the 5 pillars might have made life easier and better at that time 3. How can the perception of jihad be changed in society? 4. “The Prophet is a good role model to all people” - to what extent do you agree? 5. Compare the mosque and the synagogue in terms of it’s structure and it’s function (what it looks like and what it’s purpose is)
Rites of passage	<ol style="list-style-type: none"> 1. Rites of passage are often celebrated by non-religious people in a secular way e.g. baby naming ceremonies, marriages and death, why might this be the case? 2. Identify similarities between the rites of passage in Islam, Judaism and Christianity and explain why they exist 3. Choose 2 examples of rites of passage and explain why they are done for God, but also why they are done for people individually/ the community 4. Puberty is often marked as a rite of passage as well, why might this be the case? Consider religious as well as secular arguments 5. “Without rites of passage religions would not be as strong” - to what extent do you agree?

RS Links to Careers.

- RS will help pupils with their own personal development, supporting engagement with the spiritual, moral and social questions that will surface again and again in their lives and communities.
- It will help pupils to challenge stereotypes, promote cohesion and tackle extremism which will be useful in all workplaces.
- It links so strongly into many other fields – music, art, history, politics, social and cultural issues, economics, English literature.
- Many employers (especially the police, armed forces, caring professions, law and Business) would regard someone who has knowledge of Religious Studies as a successful candidate as it shows they are aware of other people's beliefs and the nature of the society they live in.

Building Retrieval Practice and Knowledge Development into the Spiral Curriculum

- As seen above there are regular links to prior learning in each unit and this is specified in the rationale sections for each unit
- In order to more formally develop retrieval practice each lesson will begin with a 6 question Do Now which will comprise of 3 questions from the previous lesson's learning, 2 questions from the wider unit and 1 question from the previous unit. This will ensure that students are consistently reviewing and recalling prior knowledge. These Do Nows will form a wider bank of questions which can be used as revision resources for students.
- We also plan to build in retrieval practice through use of knowledge organisers. Each unit will have an associated KO and 4 associated KOs. The teacher responsible for the scheme of work will write the relevant KO and KO tests will be centrally planned (this will be done before start of term 1 2020). There will be 4 KO tests per unit with 10 questions which cover all knowledge on the KO.
- Unit will also be revisited through assessments. At the end of a unit students will not just be assessed on the unit they have just learned but also on a previous unit or questions from a combination of units. See associated assessment document for this schedule.

Year 7 Curriculum break down (lesson by lesson)

Year 7	Intro to RS and creation stories	Religion over place and time	Judaism	Life of Jesus	Islam	Rites of passage
1	Fact and belief	What is a religion? And how does religion look different in different cultures?	History of Judaism and covenant	Roman empire	Intro to Islam	Intro to ROP – what are they and why are they important?
2	Christian creation story and science	Why are people religious?	History of Judaism and covenant	Is Jesus real?	The Prophet's birth and life	Infant baptism
3	Hindu creation story	Teleological argument	Torah and mitzvot	How did Jesus teach?	Qur'an	Muslim birth ritual
4	Sikh creation story	History of 6 major world religions – place and dates	Orthodox and reform	Jesus' baptism	Shahadah	Sikh baby naming ceremony
5	Comparing and contrasting creation stories	Why do religions spread historically?	Synagogue	Miracles of Jesus	Hajj	Brit milah
6	What is God like?	Why do religions spread today?	Shabbat	Jesus' disciples	Salah	Initiation ceremonies in Sikhism and Buddhism
7	Evidence for and against God	Benefits and drawbacks of being religious	Bar mitzvah	Cleansing of the temple	Sawm	Adult and infant decisions
8	Where does suffering come from?	Revision	Festivals	Crucifixion	Zakat	Marriage in Judaism and Islam
9	Oracy development – God debate	Assessment	Festival presentations	Resurrection and ascension	The mosque	Death in Hinduism
10	Revision	Assessment feedback	Food laws	The old and new testament	Jihad	Muslim funeral rites
11	Assessment		Revision	Spread of Christianity and evangelism	Revision	Comparative ROP
12	Assessment feedback		Assessment	Revision	Assessment	Revision
13				Assessment	Assessment feedback	Assessment
14			Assessment feedback	Assessment feedback		Assessment feedback

Year 8 Curriculum break down (lesson by lesson)

Year 8	Hinduism	Buddhism	Sikhism	Moral issues (from at least 2 religions perspective plus non-religious)	Post-holocaust theology (TBC – liaising with Naomi Carmel- Brown – new MCA teacher)	Moral issues
1	Polytheism and the Hindu Gods	4 noble truths and Buddha's life	Origins of Sikhism and Guru Nanak	Decision making	What does it mean to be Jewish? Race or religion?	Muslim dress
2	Polytheism and the Hindu Gods	8 fold path	Guru Tegh Bahadur	Issues of life and death: abortion	Why were Jews persecuted during the Holocaust?	The role of women in religions historically and textually
3	Karma and reincarnation	3 universal truths	Guru Gobind Singh and the Khalsa	Issues of life and death: euthanasia	Why does the Holocaust present a challenge to faith?	The changing role of women in religion
4	Hindu texts	Sangha and monastic order	Guru Granth Sahib	Life and death case studies	Fackenheim's response	Christian work for equality
5	Caste system		Oracy debate – book or leader?	Human rights	Wiesel's response	Muslim work for equality
6	Forms of worship		Mool mantar	Oracy debate: life and death	Rubenstein's response	Homosexuality in religion
7	Festivals	Meditation	Gurdwara	Just War	Berkowitz's response	Does religion create or hinder equality?
8	Revision	Buddhism in the West	Sewa	Animal rights	Practical responses to the Holocaust	Are religious leaders really role models?
9	Assessment	Theravada and Mahayana Buddhists	Historical context of Sikhism and peace	Capital punishment	Yad Vashem – how and why is the Holocaust remembered?	Revision
10	Assessment feedback	Revision	Revision	Revision	Revision	Assessment
11		Assessment	Assessment	Assessment	Assessment	Assessment feedback
12		Assessment feedback	Assessment feedback	Assessment feedback	Assessment feedback	

Schemes of work

Year 7

Unit Title: Introduction to RS and World Religions	Number of lessons: 12
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Overview and aims:

In this unit we will cover what a belief is and what God is like in different religions as well as evidence for and against God. We will use the creation stories as a route in to these concepts. Students come to secondary school with a variety of (and in some cases lack of) experience of Religious Education. This must be studied first before we look at how those beliefs lead to organised religion.

The aim of this unit is to introduce students to the concept of what God is and the nature of God. We will naturally revisit this constantly in our spiral curriculum over the next 4 years and is a key stone in RS they must have before we move forward.

We are unable to say in what capacity this unit links to prior learning because there is no national curriculum requirements for RS and as many primary schools are Academies they do not need to follow the locally agreed syllabus and therefore the experience of RS the students have had will be multifaceted. This unit will allow students who have limited experience of RS as a subject to develop a firm foundation and will consolidate the knowledge of those students who have studied it before. In planning and delivery it will be ensured that there is sufficient extension and challenge for those students who require it.

This unit links prepares students for upcoming learning because they will require the understanding of these concepts for all other units. Looking at the creation stories and argument for and against God will prepare them for the second unit – religion over place and time, where we consider why are people religion and why is religion declining and emerging in different places. In this unit they study Hindu and Sikh creation stories which will be a basic insight into the Eastern religions which we cover in year 8. It allows students to be aware of the breadth of religion we will cover over the key stage and begins to create familiarity which the religions they are less likely to be aware of.

Literacy Opportunities:

Lesson	Literacy
1	
2	
3	
4	
5	
6	
7	
8	

SMSC/ British Values:

SMSC: Consider nature of God. Exploring different beliefs about God. Reflecting on your own beliefs.

BV: Sikh and Hindu comparison.

Key words:

Fact, Belief, Monotheism, Polytheism, Theist, Atheist, Agnostic, Natural suffering, Moral suffering, omnipotent, omniscient, omnibenevolent, omnipresent, immutable, transcendent

Assessment

Lesson	Lesson Title	A	B	C	D
1	Fact and belief	Outline three facts about polytheism/a polytheistic belief system			
2	Christian creation story and science		Explain two reasons the Christian creation story is or is not compatible with modern science.		
3	Hindu creation story		Explain two ways the world was created (from Hinduism).		
4	Sikh creation story		Explain two ways the world was created (from Sikhism).		
5	Comparing and contrasting creation stories			Choose two different creation stories and explain how they are incompatible	
6	What is God like?				"It does not make sense to believe in God."
7	Evidence for and against God				
8	Where does suffering come from?				
9	Oracy development – God debate				
10	Revision				
11	Assessment	Outline three events in the Christian creation story	Explain two differences in the teachings of the Christian creation story and the scientific explanation of creation	Explain one similarity and one difference between the Sikh and Hindu creation stories.	"Suffering in the world proves God is not real."
12	Assessment feedback				

Lesson	Context/ title of lesson	Objective	Suggested learning activities including lesson outcome	Core Knowledge	Homework	Assessment opportunities
1	Theism, monotheism and Polytheism Facts and Beliefs	To explore how concepts are underpinned by beliefs	Do now 6 question retrieval practice Key words activities (debate/sorting task/ think, pair, share/ matching task Beliefs into actions map Quick quiz Practice and tracker a questions Practice: state three types of religious believer Tracker: Outline three facts about polytheism/a polytheistic belief system,	<ul style="list-style-type: none"> • Theist: belief that God exists • Atheist: belief that God does not exist • Agnostic: unsure whether God exists • Fact = Something which can be proved to be true. Supported by evidence • Belief = Accepting something as true without proof. Having confidence in something. • Monotheism = One God • Polytheism = Many Gods 	Overview of world religion grid	A questions practice and tracker Practice: state three types of religious believer (self assessed) Tracker: Outline three facts about polytheism/a polytheistic belief system (teacher assessed) Teacher review using random and or differentiated questioning

2	The creation story in Christianity VS science	To explore the origins of the world	<p>Do now 6 question retrieval practice</p> <p>Knowledge dump on Christian creation story and ideas steal</p> <p>Video clip with targeted questioning on Christian creation story</p> <p>Video clips with tweet summaries on Big Bang and Evolution</p> <p>Compatibility venn diagram</p> <p>B question with model PEE paragraph: Explain two reasons the Christian creation story is or is not compatible with modern science. (4 marks)</p> <p>Students generated quiz</p>	<ul style="list-style-type: none"> • The Jewish/Christian story of Genesis, Adam and Eve and the garden of Eden. • God created the world in six days, resting on the seventh. He saw that his creation was Good. • Humans were made in the image of God • God breathed life into Adam • Eve was created from Adam's rib. • They were created to care for creation, but ate from the forbidden tree of knowledge, where they were cast out of the Garden of Eden. • Big Bang: The universe began by expanding from an infinitely dense single point 13 billion years ago. • Evolution: All life on earth evolved, changed and adapted to its surroundings over thousands of years. Humans evolved slowly over thousands of years. 	<p>Revise your overview of world religions grid for a test next week.</p> <p>Create a set of flash cards or write quiz questions so you can work in pairs to test one another</p>	<p>Check your answers video clip (self assessed)</p> <p>B question practice: Explain two reasons the Christian creation story is or is not compatible with modern science. (4 marks) (Teacher assessed)</p> <p>Teacher review using random and or differentiated questioning</p>
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3	The Hindu creation stories	To explore the origins of the world	<p>Do now 6 question retrieval practice</p> <p>Introduction to world religions overview quiz</p> <p>Hindu or Sikh story read and turn it into a story board then teach to your partner</p> <p>Green pen on 'B' question completed last lesson and formatively assessed by teacher.</p> <p>'B' tracker question: Explain two ways the world was created (from Hinduism and Sikhism). (4 marks)</p>	<ul style="list-style-type: none"> • There are multiple creation stories with Hinduism • Brahma is the God of creation • Vishnu was asleep in a giant cobra • The Om sound was made and woke Vishnu • From Vishnu's navel grew a lotus flower. Brahma sat inside the lotus flower. He calmed the wind and the oceans • He split the first petal and made the heavens from it • From the second petal he made the earth • With the third petal he made the sky. He created grass, flowers, trees and plants and animals of all kinds. 	<ol style="list-style-type: none"> 1. Complete the multiple choice questions 'history of religion'. 2. Complete the multiple choice questions 'religion around the world' 3. Create a story board for the religious creation story your partner taught you – it should include 6 events with images and captions. 	<p>Quiz peer assessment</p> <p>B question tracker: 'Explain two ways the world was created (from Hinduism and Sikhism). (4 marks) (teacher assessed – summative)</p> <p>Teacher review using random and or differentiated questioning</p>
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4	Sikh Creation Stories	To learn Sikh Creation stories and compare them to other religions	<p>Do now 6 question retrieval practice</p> <p>Introduction to world religions overview quiz</p> <p>Sikh story read and turn it into a story board then teach to your partner</p> <p>Green pen on 'B' question completed last lesson and formatively assessed by teacher.</p> <p>'B' tracker question: Explain two ways the world was created (from Sikhism). (4 marks)</p>	<ul style="list-style-type: none"> • All that existed was Waheguru, a single God. • Waheguru spoke one word and there was creation. • All of creation came into existence at once and since that day Waheguru has been in charge of it, cared for it and makes all things live and die. 	<p>4. Complete the multiple choice questions 'history of religion'.</p> <p>5. Complete the multiple choice questions 'religion around the world'</p> <p>6. Create a story board for the religious creation story your partner taught you – it should include 6 events with images and captions.</p>	<p>Quiz peer assessment</p> <p>B question tracker: 'Explain two ways the world was created (from Sikhism). (4 marks) (teacher assessed – summative)</p> <p>Teacher review using random and or differentiated questioning</p>
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5	Comparing and Contrasting the creation stories	To explore and evaluate the coherency of religious stories	<p>Do now 6 question retrieval practice</p> <p>Card sort – review the Hindu and Sikh creation stories content and order</p> <p>Hindu/Sikh/Christian creation story venn diagram</p> <p>C question practice: Choose two different creation stories and explain how they are compatible (5 marks)</p> <p>Key word search</p>	<ul style="list-style-type: none"> • Hindu and Sikh stories both say the world began with a sound • Hindu and Christian stories both say the world was made in separate parts • Christian and Sikh stories both say nothing existed before the world • Christian and Sikh stories both say one God made the world 	C question tracker: Choose two different creation stories and explain how they are incompatible (5 marks)	<p>Self assessment of multi choice Qs</p> <p>Self assessment of Hindu and Sikh creation stories content and order</p> <p>Self assessment of venn diagram</p> <p>C question practice: Choose two different creation stories and explain how they are compatible (5 marks)</p> <p>Teacher review using random and or differentiated questioning</p>
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6	What is God Like	To learn keywords about how God can be described	<p>Do now 6 question retrieval practice</p> <p>Attributes of God worksheet / cardsort</p> <p>Paradox of the Stone debate</p>	<ul style="list-style-type: none"> • Omnipotent = God is all powerful • Omniscient = God is all knowing • Omni-benevolent = God is all loving • Omnipresent = God is everywhere • Eternal = God always existed • Transcendent = God is independent of the universe • Merciful – God is forgiving 	N/A	<p>Retrieval Quiz self assessment</p> <p>Teacher review using random and or differentiated questioning</p>
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7	Evidence for and against God	To explore how evidence is used to support or disprove an argument	<p>Do now 6 question retrieval practice</p> <p>Caption competition</p> <p>Card sort arguments for and against God, video resource for additional ideas, rank them from strongest to weakest</p> <p>Does God exist argument – structured and unstructured</p> <p>D Question practice: “God is not real” (12) with practice PEE and framework support.</p>	<p>Arguments for God’s existence</p> <ul style="list-style-type: none"> • Miracles happen which people cannot explain for example people die in an operation, their heart stops and they come back to life • The world can’t come from nothing, it has to be created by something so it must be God • When we look at the world it looks so well thought out and designed so God must have designed it • Humans know right and wrong so we must have been told right and wrong by God <p>Arguments against God’s existence</p> <ul style="list-style-type: none"> • All religions have a different God, they can’t all be real! • Parts of religious texts are out of date or disproved by science so why should we believe the parts about God? • No one has ever seen God and there is no definite evidence • Science can explain how the world and humans got here 	D question tracker: “It does not make sense to believe in God.”	<p>D question – assessed by teacher in class through as many 121 interactions as possible. Since we are short of time on this scheme of work there are fewer opportunities than one would like to formatively assess students work so teacher may need to offer a support session for the homework.</p> <p>Teacher review using random and or differentiated questioning</p>
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8	Where does suffering come from?	To explore how religion justifies difficult issues	<p>Do now 6 question retrieval practice</p> <p>Find examples of suffering in the newspaper and complete categorisation tasks as a class</p> <p>Moral and natural suffering key words overview</p> <p>Does God want us to suffer/ does suffering have a purpose and why is suffering a problem literacy task including summariser/questioner/predictor jobs</p> <p>Group Poster on suffering</p>	<p>Problem of Evil</p> <ul style="list-style-type: none"> If God is all loving, all powerful and all knowing, God could stop people from suffering and would want people to stop suffering. Therefore God must either not be all powerful, good, or not exist. <p>Solutions:</p> <ul style="list-style-type: none"> Suffering makes us better people and gives us the opportunity to do good. Free will explains suffering caused by other humans. Suffering could be punishment from God 	Revision for end of topic assessment – make notes under the relevant headings	<p>Green pen feedback (self assessment and improvement) on D questions with 121 teacher support (If not time to complete this in class then set as additional homework activity as it will prepare students for assessment next week).</p> <p>Teacher review using random and or differentiated questioning</p>
9	Oracy Development – God Debate	To debate the nature of God's existence using oracy skills	<p>Do now 6 question retrieval practice</p> <p>Class divided into teams and judging panel</p> <p>Students assigned roles within teams</p> <p>Judging panel assess criteria</p>		N/A	<p>Self Assessment sheet</p> <p>Teacher review</p>

10	End of topic test: Introduction to Religious Studies	To revise for end of topic test	Do now 6 question retrieval practice Complete green pen feedback Revision Activity choice (A-Z/ Quiz questions in pairs/ PEE paragraphs/ D essays plans)		N/A	Revision A/B/C/D end of topic assessment – marked by teacher formatively and summatively.
11	Assessment	n/a	See assessment schedule			Student work to be marked formatively and summatively. Feedback should be individual but whole class feedback can also be provided.
12	Assessment feedback	To improve examination to address content errors in this work and practice long term writing skills	Teacher to offer collective feedback to students on common errors. Also if relevant demonstrate how to evaluate on 12 mark question. Students to complete green pen this lesson and redraft any questions which are not full marks.			Teacher to circulate throughout and mark green pen. Where possible indicate the increase in mark.

Unit Title: Religion over place and time**Number of lessons: 10****Overview and aims:**

In this unit we will cover the reasons why people are religious, including social and philosophical and the benefits and drawbacks of being religious and living in a religious society. We will consider a brief history of the 6 major world religions, where they are located and the timings of their origins.

The aim of this unit is to ensure that students have an understanding of how the 6 major world religions have developed and how they are connected to one another. This will enable them to more critically evaluate the similarities and differences between religions because they will comprehend the historical and geographical connections.

This unit links to prior learning because they have previously learned about the Hindu and Sikh creation story so they will know be able to consider why there are some similarities between them and why they are do divergent to the Christian story as the location and timing of these stories are very different. Further to this in unit 1 of year 7 we consider the Christian creation story and how this can or cannot fit with science. This links to why the spread of religion is different in the modern world as science and secularism become more prevalent.

This unit links prepares students for upcoming learning because when they go on to study the 6 major world religions one by one they will be able to have a basic understanding of the space and place of that religion as a starting point. It will enable them to consider why certain traditions were common and pronounced bearing in mind the origin of that religion. Considering the benefits and drawbacks of being religious will inform the year 7 rites of passage unit where they will consider how rites of passage affect the life of a believer in positive and negative ways. This unit will also form a basis for the post holocaust theology unit in year 8 where students consider why responding to the holocaust is personally and spiritually difficult and how remaining Jewish after this event has both advantages and drawbacks

Literacy Opportunities:		SMSC/ British Values:	Key words:
Lesson	Literacy		
1	Development of tier 2 vocabulary based on synonym activity	1 – development of SMSC (social) through looking at similarities and differences between the world religions – greater understanding and promotion of acceptance of different ways of life	religion, deity, worship, sacred, ritual, moral, immoral, holy, scripture, polytheism, monotheism, meditation, leader, afterlife, community, identity, miracle, prayer, teleological argument, design argument
2		2 – development of SMSC (spiritual) – as students consider why people are religious and can reflect on these arguments for their own belief system or lack thereof	BC/BCE, AD/ CE, conversion, evangelism, faith, conquest, missionary work, suffering, 'the West', ' the East' , secular, sacrifice
3	Literacy task – development of tier 2 vocabulary and topic sentence writing and summary conclusions Script writing – writing for purpose	4 – development of SMSC (culture) as students look at maps and timings and have a greater understanding of what different countries may look like and people and culture may be like in these places due to the spread of and the pervasiveness of religion in that region	
4		5 and 6 – development of SMSC (moral) as we consider the ethics of spreading a religion	
5	Exam style question practice (4 marks)	7 - development of SMSC (spiritual) – as students consider the benefits and drawbacks of being religious and can reflect on these arguments for their own belief system or lack thereof and the challenges and positive aspects of being part of a religious community themselves or understanding of what it may be like for others	
6			
7	Exam style question practice (12 marks)		
8	Exam style question practice (assessment)		

Assessment

Lesson	Lesson Title	A	B	C	D
1	What is a religion?				
2	Why are people religious?				
3	Teleological argument				
4	History of the 6 major world religions				
5	Why do religions spread historically?		<p>Explain using examples two reasons why religions have spread historically (4 marks)</p> <p>Explain using examples two reasons why religions have spread historically (4 marks)</p>		
6	Why do religions spread today?				
7	Benefits and drawbacks of being religious				"Being religious involves a lot of sacrifice and not much reward"
8	Revision				
9	Assessment	Outline three features of the religion of Islam (3)	Explain two reasons Christianity meets the criteria of being a religion (4)	Explain two reasons people are religious. Refer to an example from a religion (5)	"The spread of religion is always peaceful" (12)
		Outline three features of the Hindu creation story			"It is not possible to believe religious creation stories today" (12)
10	Assessment feedback				

Lesson	Context/ title of lesson	Objective	Suggested learning activities including lesson outcome	Core Knowledge	Homework	Assessment opportunities
1	What is a religion?	To explore the parameters and criteria of global concepts	<p>Do now 6 question review</p> <p>Initial thoughts from the class on what a religion is</p> <p>Synonym activity to read new information about the criteria for a religion</p> <p>Apply criteria of a religion to 6 major world religions through annotation</p> <p>Class discussion on similarities and differences between the 6 major world faiths</p> <p>Written task on responding to statements using examples on whether they are true or false</p>	<ul style="list-style-type: none"> There are divergent views on what a religion is – not a strict set of criteria to be set There are 10 suggested criteria for what a religion is including (belief in afterlife, belief in deity, holy book, religious leader, rituals, rules about morality, holy building/place, stories, sanctions, belief that people or things are sacred) – students should understand all of these 	n/a	<p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>Teacher can mark one statement response from students</p>
2	Why are people religious?	To explore how humans use man ma	Do now 6 question review	There are many reasons people are religious. Student should know some of the following reasons:	Read article on religion in young	Responsive teaching during 1 x discussions

		de structures to provide meaning	<p>Diamond 9 on why people are religious plus annotations</p> <p>Discussion on how religion changes over a person's life and link to the reasons provided in previous activity</p> <p>Draw and annotate a graph on how religion changes over a person's life</p>	<ul style="list-style-type: none"> • People are religious due to birth/ being raised in a religion • People are religious because they are scared of dying • People are religious because of miracles • People are religious because of nature • People are religious because religious communities offer support • People are religious because prayer comes true • People are religious because they like ritual and routine • People are religious because of religious charities • People are religious because it gives them a role • People's commitment to religion changes over their life span 	people in Europe and answer questions	and written task (spotlighting)
3	Teleological argument	To explore how philosophical ideas provide meaning	<p>Do now 6 question review</p> <p>Literacy task on teleological argument</p> <p>Discussion on analogies within the argument</p>	<ul style="list-style-type: none"> • William Paley thought of the teleological argument • The teleological argument is also called the design argument • Paley believed you could learn about God through nature 	n/a	Responsive teaching during discussions and written task (spotlighting)

			Script writing based on the argument	<ul style="list-style-type: none"> • Paley’s metaphor of the watchmaker 		
4	History of the 6 major world religions	To explore how religion looks geographically and temporally	<p>Do now 6 question review</p> <p>Direct instruction and guided/ modelled work on timelines and maps to identify where and when religions originated</p> <p>Paragraph questions to indicate the how religions have spread</p>	<ul style="list-style-type: none"> • BC/BCE means time before Christ and AD/CE means times after Christ • The order of age of the religions; Hinduism, Judaism, Buddhism, Christianity, Islam, Sikhism (oldest to youngest) • Hinduism and Sikhism originated in India • Buddhism originated in Nepal • Judaism and Christianity originated in Israel • Islam originated in Saudi Arabia 	Religion around the world text and MCQs	<p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teachers can mark paragraphs for how religions have spread and comment on literacy and check accuracy of understanding</p>
5	Why do religions spread historically?	To explore why and how belief changes over time	<p>Do now 6 question review</p> <p>Spider diagram task using 4 information sheets guided through by teacher</p> <p>Discussion task on which method of spreading religion would have the biggest impact and why</p>	<ul style="list-style-type: none"> • Christianity was spread by a man called Saul who converted to Christianity and wrote letters to convert people • Christianity spread widely once a Roman Emperor became Christian and changed that to the religion 	n/a	<p>Teacher assessment and feedback in 4 mark question</p> <p>Extension task: plan a 12 mark essay: “the spread of religion is usually peaceful”</p>

			4 mark question practice	<ul style="list-style-type: none"> • Islam spread through trade routes – people took goods and their religion with them • Islam also spread through conquest and war, The Prophet fought those who did not believe in Allah • Sikhism spread because it offer a more equal life than Hinduism • Judaism spread if your mother was Jewish you became Jewish 		
6	Why do religions spread today?	To explore why and how belief changes over time	<p>Do now 6 question review</p> <p>Homework grid review</p> <p>Case studies of different people around the world – students to read and summarise</p> <p>Students to answer challenge questions</p>	<ul style="list-style-type: none"> • The word conversion means to change religion or join a religion • Some religions (E.g. Islam) spread/expand today due to high birth rate • Religions spread if people marry in to them • Religions spread because religious communities offer 	World Religions Grid quiz	<p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>

				<p>support to those in need and they convert</p> <ul style="list-style-type: none"> • Religions spread abroad (mainly Christianity and Islam) due to missionary work and evangelism • Religions spread today (mainly Buddhism) as they offer a calmer way of life 		
7	Benefits and drawbacks of being religious	To explore how structures which provide meaning can benefit but also disadvantage an individual	<p>Do now 6 question review</p> <p>Read the script of the teenagers discussing being religious and complete the grid to find 5 benefits and 5 drawbacks of being religious</p> <p>Practice writing conclusions focussing on hinge words – spotlight good practice</p> <p>12 mark practice essay: “Being religious involves a lot of sacrifice and not much reward”</p>	<p>Benefits of being religious include:</p> <ul style="list-style-type: none"> • religious communities help in difficult times • religion is good for socialising • opportunities for leadership • teach positive values • gives purpose in life and after death <p>Drawbacks of being religious include:</p> <ul style="list-style-type: none"> • big time commitment • can restrict opportunities 	n/a	<p>Responsive teaching during discussions and conclusion practice (spotlighting)</p> <p>Teacher assessment and feedback in 12 mark question</p>

				<ul style="list-style-type: none"> • hard to agree with all the rules • being religious can lead people to treat you differently. • Being religious involves a lot of sacrifice • Being religious involves a lot of reward 		
8	Revision	To revise for the end of topic examination	<p>All do nows to be amalgamated for an initial review.</p> <p>Students to work in pairs to answer a series of questions which is a full overview of the unit and then self quiz.</p> <p>Teacher led demo of a 12 mark essay and evaluation.</p>		<ol style="list-style-type: none"> 1. Complete your overview grid 2. KO revision – 25 minutes (evidence needed) 3. 2 practice exam questions – choose 2 (one from each column) from the 	<p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>

					list of 6 below (20 minutes)	
9	Assessment	n/a	See assessment schedule			Student work to be marked formatively and summatively. Feedback should be individual but whole class feedback can also be provided.
10	Assessment feedback	To improve examination to address content errors in this work and practice long term writing skills	Teacher to offer collective feedback to students on common errors. Also if relevant demonstrate how to evaluate on 12 mark question. Students to complete green pen this lesson and redraft any questions which are not full marks.			Teacher to circulate throughout and mark green pen. Where possible indicate the increase in mark.

Unit Title: Judaism**Number of lessons: 14****Overview and aims:**

In this unit we will explore how Judaism was formed and established, including a look at the historical origins of the religion and the teachings of key prophets. We will look at some of the key beliefs and practices of Judaism today and explore the diversity found within the religion. We will consider the impact of modern phenomenon such as the Holocaust and also historical events such as the diaspora and the impact this has had on Jewish faith, life and practice.

The aim of this unit is to ensure that students have an understanding of some of the key beliefs and practices of the Jewish faith. This study should encourage them to think critically about how faith develops and evolves over time and the diversity that can be found within religious traditions.

This unit links to prior learning because they have previously learned about religions over place and time so will have explored how and when some of the major religions have been established and how religion evolves and changes.

This unit links/prepares students for upcoming learning because they need to understand Judaism in order to have some contextual understanding of the Life of Jesus unit they will move on to study. Understanding Jewish beliefs about God and practices such as celebrating Shabbat and worship in the synagogue will support students in understanding Jesus as a Jewish man living in Israel under Roman rule. It will support students in seeing the links between Judaism and Christianity as monotheistic religions with shared prophets but also how Christianity developed from Judaism into its own unique religion. Looking at the practice of Bar and Bat Mitzvas will inform the year 7 rites of passage unit where they will consider how rites of passage affect the life of a believer in positive and negative ways. This unit will also form a basis for the post holocaust theology unit in year 8 where students consider why responding to the holocaust is personally and spiritually difficult and how remaining Jewish after this event has both advantages and drawbacks.

Literacy Opportunities:

Lesson	Literacy
1	Key word development Group sequencing activity
2	Exam technique Reading task – extract key ideas/skim and scan
3	Reading sheet task - extract key ideas/skim and scan
4	Writing frame to support exam work
5	Scaffolded support for exam answer
6	Scaffolded support for homework writing
7	Reading task – scaffolded prompts for individual reading, paired and class.

SMSC/ British Values:

Enabling students to distinguish between right and wrong
– Considering laws of the Torah and Mitzvot and comparing with societal rules and how they bind a community

Developing tolerance and harmony and respecting difference – Considering different types of Jews and exploring intolerance via the story of Moses

Key words:

Orthodox Reform, Mizvot, Tallit, Tefillin, Halakah, Torah, Talmud, Shabbat, Passover, Covenant, Monotheism, Sacrifice Descendants, Circumcision, Morality, Abraham, Moses, Matzah, Seder plate, Bimah, Ner tamid, Ark, Yad, Cheder, Bar mitzvah, Bat mitzvah, Bet he-midrash,

8	Literacy error spotting activity Reading sheet – prioritising and identifying ideas	<p>Accepting others of differing faiths and beliefs – Exploring the positive impact of religious festivals, beliefs and practices</p> <p>Exploring the importance of identity and combating discrimination – Studying the impact of discrimination via the Holocaust and diaspora</p>	Bet ha-tefillah, Bet ha – Kneset, Melachot, Muktzah Kiddush, Challah
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Assessment

Lesson	Lesson Title	A	B	C	D
1	Abraham				
2	Moses			Explain two ways the 10 commandments are seen as relevant by Jews today (5)	
3	Torah and Mitzvot	State three Mitzvot (3)			
4	Jewish Identity		Describe two differences between orthodox and reform Judaism (4)		

5	Orthodox & Reform					'It doesn't matter what type of Judaism you follow as long as you believe in God and follow the Torah' (12)
6	Synagogue					
7	Shabbat					
8	Bar & Bat Mitzvah	Outline 3 features of a bar mitzva (3)		Explain two reasons why the Bar Mitzva ceremony is important in Judaism (5)		
9	Rosh Hashana and Yom Kippur					
10	Pesach	Outline three ways Jewish people remember the Exodus				
11	Holocaust		Describe two reasons why Jews remember the Holocaust today (4)			
12	Diaspora					
13	Revision					
14	Assessment	Outline the ways the synagogue may be used by the Jewish community.	Explain two reasons why the covenant of Abraham is important for Jews today.	Explain two reasons Shabbat is important	Jewish people should keep all the mitzvot	
		outline three features of the Sikh creation story	Explain two reasons suffering makes people doubt God exists	Explain two characteristics of God	"People are usually religious for selfish reasons"	
15	Assessment feedback					

Lesson	Context/ title of lesson	Objective	Suggested learning activities including lesson outcome	Core Knowledge	Homework	Assessment opportunities
1	Abraham	To understand the significance of Abraham and his role in the development of Judaism.	<p>Do now 6 question retrieval practice</p> <p>Explore meaning of the word covenant and link the covenant between Abraham and God to the first covenant made with Adam and Eve.</p> <p>Use a map to explore the geographical origins of Judaism</p> <p>In groups complete a sequencing activity exploring why Abraham left Ur (video clip to support)</p> <p>Consider the idea of sacrifice via the story of Abraham and Isaac. Complete written responses to the meaning of this sacrifice.</p>	<ul style="list-style-type: none"> • Abraham is seen as the 'Father of the Jewish people' • He rejected the worship of more than one God establishing belief in monotheism • He made the original covenant with God – Jews would be faithful to God and he would protect Abrahams descendants • God instructs him to sacrifice his son Isaac – but he stops him before doing so. This is seen as a test of faith 	Complete Living Graph Activity using Story sheet.	<p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>

2	Moses	To understand the significance of Moses and his role in the development of Judaism.	<p>Do now 6 question retrieval practice</p> <p>Recap the covenant between Abraham and Moses and introduce the new covenant made with Moses. Explore the development of Judaism as a faith via these two covenants.</p> <p>Students watch the story of Moses (linked in PPT) focusing initially on the treatment of the Jewish people in Egypt. Individually answer 4 questions: What was Pharaoh afraid of? Two ways he tried to reduce the number of Hebrews What did one Hebrew family decide to do? What did the Pharaoh's daughter do? Students use the reading sheet to improve answers</p> <p>Students watch two further clips on the death of the slave master and Moses and the burning bush and reflect on the significance of these events via a written response.</p>	<ul style="list-style-type: none"> • Early diaspora – Judaism had spread into Egypt. • This had led to enslavement by the Egyptians • Moses was born in 1400BC as one of these slaves • Moses was seen as chosen by god to lead the Israelites out of slavery • God is seen as acting in their history to save the Jews • The covenant established by Moses led to a clear Jewish identity formed via laws like the 10 Commandments that they would follow and in return they would return to Israel and be given this land. 	10 commandment homework sheet C) question	<p>C) Explain two ways the 10 commandments are seen as relevant by Jews today (5)</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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3	Torah and Mitzvot	To understand the importance of the Torah and Mitzvot in Jewish life	<p>Do now 6 question retrieval practice</p> <p>Recap the symbolism of the Moses story via the seder meal. Students annotate the meaning of the items found on the seder plate.</p> <p>Introduce the idea of Mitzvot and the Torah. Use the analogy of rules at MCA to support understanding.</p> <p>Class reading of the Torah information sheet. Students highlight information that helps them to answer: What the Torah is Why it is important Key words Diamond 9 exploring student opinions on why the Torah is important Reflection/class discussion generate via quotes: ‘Jewish people don’t keep the laws, the laws keep the Jewish people’ ‘MCA students don’t keep the law, the law keeps MCA students’</p>	<ul style="list-style-type: none"> • Jewish people have their own rules known as Mitzvot • These are rules that cover both religious life and family life • Laws are found within the Jewish oral tradition (Talmud) and written (Torah) • The Torah is the first 5 books of Moses • It contains 613 commandments Jews must follow 	Write a proposal for 5 new laws that would guide and unite a community	<p>a. State three Mitzvot (3)</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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4	Jewish Identity	To understand the differences between orthodox and reform Judaism	<p>Do now 6 question retrieval practice</p> <p>Teacher explanation using images of an orthodox and a reform Jew.</p> <p>Sorting activity - students separate statements into beliefs and practices based on categories of orthodox and reform</p> <p>Discussion task - should laws change as society changes?</p> <p>Application to present day - students consider advice on keeping Torah laws in the modern day</p>	<ul style="list-style-type: none"> • Judaism is a diverse religion • Orthodox Jews are traditional and aim to follow the Torah and its laws completely • Reform Jews take a more modern approach and adapt the Torah to modern life • Differences can be observed in the synagogue, clothing and gender rules • Despite different types of Judaism all are united by core beliefs shown in the Shema and through a shared history. 	Describe two differences between orthodox and reform Judaism (4)	<p>Describe two differences between orthodox and reform Judaism (4)</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
5	Orthodox & Reform	To compare the differences between Orthodox and Reform Jews	<p>Do now 6 question retrieval practice</p> <p>Use quotes to identify which apply to Orthodox or Reform</p> <p>Paired activity- select 2 important differences and similarities to discuss and evaluate</p> <p>Introduce the Shema – read and watch linked video clip in PPT. Consider what unites all Jews</p> <p>Review homework question. Students create a table of arguments in groups to support with their individual answers</p>		d)'It doesn't matter what type of Judaism you follow as long as you believe in God and follow the Torah' (12)	<p>d)'It doesn't matter what type of Judaism you follow as long as you believe in God and follow the Torah' (12)</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>

6	Synagogue	To understand the function of the synagogue for Jewish religious and cultural life	<p>Do now 6 question retrieval practice</p> <p>Students consider what the role of the synagogue may be</p> <p>Students use the linked video to label the synagogue diagram</p> <p>Quick questions about role of synagogue and practices within it</p> <p>Use images to check knowledge of artifacts and key things found in the synagogue Introduce the destruction of the 2nd temple and explore the significance of this for the role of the synagogue in Jewish life</p>	<ul style="list-style-type: none"> The Synagogue has many roles: Place of worship Community centre Religious instruction/teaching All synagogues have some common features: Ark Torah Scrolls Yad Rabbi Bimah Eternal light 	Draw and label 4 things in the synagogue and explain their significance	<p>Quick questions</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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7	Shabbat	To understand the meaning of Shabbat and its observance	<p>Do now 6 question retrieval practice</p> <p>Students debate the following statement: 'There should be a compulsory day of rest each week in the UK'. Consider a positive, negative and interesting outcome of this new law.</p> <p>Introduce Shabbat and link to the idea of Mitzvot</p> <p>Using Exodus 20: 8-11 students identify aspects of the sabbath and link to a potential practice/action. Share ideas in groups</p> <p>Watch video of how Jews welcome in the sabbath</p> <p>Read about the sabbath to consolidate understanding (individual, paired and then as a group)</p>	<ul style="list-style-type: none"> • Shabbat is the Jewish sabbath and day of rest • It starts when the sunsets on a Friday and ends when the sunsets on a Saturday • It remembers God resting on the 7th day of creation and is a gift to humanity • It is also a mitzvot given by God to rest on shabbat • Symbolic food is eaten on shabbat reminding Jews to remember their history and God 	Write 2 paragraphs explaining when you become an adult	<p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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8	Bar & Bat Mitzvah	To understand the importance of the Bar Mitzva ceremony for Jewish identity	<p>Do now 6 question retrieval practice</p> <p>Spot literacy errors in recap paragraph</p> <p>Homework review using question prompts for paired discussion: What age are you an adult? What is the difference between an adult and a child? Examples that support your points?</p> <p>Reading activity – Highlight agree and disagree arguments – ‘Bar Mitzva is where Jewish boys become adults’</p> <p>Watch the Bar Mitzva ceremony in the linked video</p> <p>Complete sequencing activity on Bar Mitzva key events</p>	<ul style="list-style-type: none"> At 13 Jewish boys are considered adults and must take responsibility for following the commandments It is a rite of passage marking adulthood Gives Jewish boys moral responsibilities and religious ones The bar Mitzvah ceremony is a time of family celebration Jewish boys prepare in advance and demonstrate his understanding of what it means to be Jewish 	<p>Outline 3 features of a bar mitzva (3)</p> <p>Explain two reasons why the Bar Mitzva ceremony is important in Judaism (5)</p>	<p>Outline 3 features of a bar mitzva (3)</p> <p>Explain two reasons why the Bar Mitzva ceremony is important in Judaism (5)</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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9	Rosh Hashana and Yom Kippur	To understand the significance of Jewish festivals on maintaining Jewish traditions and beliefs	<p>Do now 6 question retrieval practice</p> <p>Paired discussion – What is forgiveness? Why is it important for some people to forgive others?</p> <p>Paired reading task- each student reads about one of the festivals highlighting key information recording 5 prompts top help them retell this to their partner</p> <p>Students work together to record key facts</p> <p>Silent debate around forgiveness Students write a written evaluative response to one of the quotes</p>	<ul style="list-style-type: none"> Rosh Hashanah is Jewish new year: It reminds Jews about Gods creation They reflect on past misdeeds They promise to themselves and God they will be better in the future and ask for forgiveness Yom Kippur is the day of atonement Jews pray for forgiveness They believe god will take away the sins of those who are truly sorry 	Research 5 key facts about Pesach	<p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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10	Pesach	To understand the significance of Jewish festivals on maintaining Jewish traditions and beliefs	<p>Do now 6 question retrieval practice</p> <p>Recap how to answer a) questions</p> <p>Watch the linked Moses returns clips</p> <p>Complete Plague ranking activity</p> <p>Read exodus account - identify what it teaches Jews today about God</p>	<ul style="list-style-type: none"> • Pesach remembers the Jews being freed from slavery in Egypt • It reminds Jews of Gods goodness and help and how the angel of death 'passed over' Jewish homes saving their lives • At Pesach families gather for the Seder meal. The seder plate has special foods that remind Jews of their shared experience and history 	<p>Outline three ways Jewish people remember the Exodus (3)</p> <p>Use Seder reading sheet to support – highlight 3 ways on here to aid exam answer</p> <p>Complete holocaust remembrance sheet</p>	<p>Outline three ways Jewish people remember the Exodus (3)</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p> <p>Describe two reasons why Jews remember the Holocaust today (4)</p>
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11	Holocaust	To understand the impact of the Holocaust on Jewish faith and identity	<p>Do now 6 question retrieval practice</p> <p>Key word matching exercise</p> <p>Explore definition of 'genocide' – students look for synonyms of underlined words and re-write the definition into a more accessible one</p> <p>Teacher introduction to the holocaust using visual images and maps</p> <p>Complete discrimination diagram</p> <p>Paired task categorising persecution statements into secular and religious</p> <p>Link holocaust remembrance with pesach and the synagogue</p> <p>Group discussion on homework key questions to generate ideas</p>	<ul style="list-style-type: none"> • The holocaust refers to the genocide of Jews and others under Hitler and the Nazi regime • It led to the destruction of 6 million European Jewish adults and children • Jews suffered persecution from 1934 when Hitler imposed strict anti-Jewish laws • This culminated in the murder of Jews in concentration camps • The holocaust is remembered at Passover 	B) Describe two reasons why the diaspora occurred (4)	<p>B) Describe two reasons why the diaspora occurred (4)</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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12	Diaspora	To understand what the Jewish diaspora took place	<p>Do now 6 question retrieval practice</p> <p>Look at images of different Jews and map of Judaism across the world</p> <p>Watch linked video of Jews around the globe and explore meaning of term 'diaspora'</p> <p>Link to reasons why Israel is important in Jewish worship and belief</p> <p>Diaspora sequencing activity</p> <p>Exam practice</p>	<ul style="list-style-type: none"> • Judaism started in Israel but Jews have dispersed across the world. • The first diaspora occurred after the temple was destroyed by the Romans • Further diasporas occurred due to persecution • Diaspora Jews are linked via their shared history and connection to Israel despite their global distances 	<p>Complete revision grid</p> <p>Complete own revision</p>	<p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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13	Revision	Identify effective revision techniques Recap on how to answer all exam questions Revise tricky content from the unit in preparation for assessment	<p>What is the best way to revise? Think, pair, share</p> <p>Rank revision methods- and talk about effectiveness of Do now 6 question retrieval practice</p> <p>Teacher to recap all exam question styles</p> <p>Students to complete revision grid on tricky content - group task</p>		<p>Complete revision grid</p> <p>Complete own revision</p>	
14	Assessment	n/a	See assessment schedule			<p>Student work to be marked formatively and summatively. Feedback should be individual but whole class feedback can also be provided.</p>
15	Assessment feedback	To improve examination to address content errors in this work and practice long term writing skills	<p>Teacher to offer collective feedback to students on common errors.</p> <p>Also if relevant demonstrate how to evaluate on 12 mark question.</p> <p>Students to complete green pen this lesson and redraft any questions which are not full marks.</p>			<p>Teacher to circulate throughout and mark green pen. Where possible indicate the increase in mark.</p>

Unit Title: The Life of Jesus**Number of lessons: 12****Overview and aims:**

In this unit we will focus on the life of Jesus and how this led to the spread and rise of a religion. Deep knowledge of the life of Jesus is essential for GCSE study and also for understanding Christian culture common in Britain. This helps students to understand that religion is led by charismatic leaders but put into place then by people. It provides a different perspective to the Judaism unit.

This unit links to prior learning because in the previous unit students learned about the Jewish religion and length and focussed on the ritual of that religion. This will be used as a scene setting for understanding how Jesus and Christianity is different and as a basis for considering how and why Judaism and Christianity are different. Students will revisit their prior learning of the creation story when they compare the old and the new testament in this unit and see how the books have changed and the different content they cover.

This unit links prepares students for the GCSE where deep knowledge of the life of Jesus is essential and also for understanding Christian culture common in Britain. This helps students to understand that religion is led by charismatic leaders but put into place then by people. It provides a different perspective to the Judaism unit.

Literacy Opportunities:

Lesson	Literacy
1	
2	
3	
4	
5	
6	
7	
8	

SMSC/ British Values:**SMSC:****BV:****Key words:**

PHARISEES, SADDUCEES,
 SCRIBES, TEMPLE,
 SANHEDRIN,
 TAX COLLECTORS, GOSPELS,
 NEW TESTAMENT, BAPTISM,
 MESSIAH, HEALING
 MIRACLES, NATURE
 MIRACLE, DISCIPLE, HOLY
 WEEK, BLASPHEMY,
 CRUCIFIXION

Assessment

Lesson	Lesson Title	A	B	C	D
1	Roman empire	Outline 3 groups in Judea			
2	Is Jesus real?		Explain two reasons why gospel narratives differ		
3	How did Jesus teach?				
4	Jesus' baptism			Explain two reasons the baptism of Jesus was important.	
5	Miracles of Jesus			Explain why miracles are important to Christians	
6	Jesus' disciples	Outline 3 qualities of a disciple			
7	Cleansing of the temple		Explain two reasons Jesus was angry about the activities taking place in the Temple.		
8	Crucifixion			Give two reasons why Jesus' crucifixion is important to Christians	
9	Resurrection and ascension			Give two reasons why Jesus' resurrection is important to Christians	
10	The old and new testament				"The New Testament is the only relevant part of the Bible for Christians"
11	Spread of Christianity and evangelism				
12	Revision				

13	Assessment	outline three miracles of Jesus	Explain two reasons there was conflict between Jesus and the authorities of Judea	Explain two reasons why the baptism of Jesus was important	"The death of Jesus was the most important event in his life"
		outline three reasons people are religious	Explain the historical and geographical origin of 2 religions	explain two benefits of being religious	"Orthodox and Reform Jews are more similar than different"
14	Assessment feedback				

Lesson	Context/ title of lesson	Objective	Suggested learning activities including lesson outcome	Core Knowledge	Homework	Assessment opportunities
1	Roman empire	To investigate what life was like in the Roman Empire. To investigate the different groups who existed.	Do now 6 question retrieval practice Governor of Judea Group Task Rome, Judea and Jesus Groups	<ul style="list-style-type: none"> The Roman republic began 500 years BCE. It became the Roman Empire in 27 BCE. The Roman Empire lasted for over 500 years. The Roman Empire covered Western and Eastern Europe, North Africa and the Middle East Judea was under Roman rule and The Romans were not popular with the population of Judea The Jewish population (known as the pharisees and Sadducees) are awaiting the arrival of a "Messiah" or king who will deliver them from Roman rule. 	Historical Context Sheet	<p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p> <p>Outline 3 groups in Judea</p>
2	Is Jesus real?	To explore historical and religious evidence for Jesus's existence. To examine the evidence for Jesus's existence.	Do now 6 question retrieval practice Bible Video Multiple Choice Quiz Venn Diagram comparing different accounts of Jesus' Birth	<ul style="list-style-type: none"> Evidence for Jesus is limited to the Gospels and a few brief sources The Bible is collection of books written by many different writers over thousands of years Gospel accounts can differ when explaining the same story 		<p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p> <p>Explain two reasons why gospel narratives differ</p>

<p>3</p>	<p>How did Jesus teach? - Parables</p>	<p>To explore how stories are used to convey religious and moral messages and discuss the effectiveness of this</p>	<p>Do now 6 question retrieval practice</p> <p>Students compare and summarise parables of Jesus</p> <p>Students write their own Sermon based on the Beattitudes.</p>	<ul style="list-style-type: none"> • A parable is a story which contains a moral or teaching. • Jesus used parables to help explain his teachings and his message in simple, memorable ways. <p>Students must know the basic story and message of the following:</p> <ul style="list-style-type: none"> • Parable of the prodigal son (Jesus came to save the sinners not the righteous who are already saved) • Parable of the Good Samaritan (help your enemies) • Parable of the lost sheep ((Jesus came to save the sinners not the righteous who are already saved) • Parable of the unforgiving servant (forgive others if you want to be forgiven by God) • Jesus’ Sermon on the Mount was delivered to poor men, women and children 	<p>ABC Q H/W</p>	<p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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4	Jesus' baptism	To explore how events in the life of a religious leader mark a crucial turning point in his ministry	<p>Do now 6 question retrieval practice</p> <p>Students find information about Jesus' baptism around the room</p> <p>Students assess the importance of the baptism</p>	<ul style="list-style-type: none"> • John the Baptist was Jesus' cousin and he preached that one would follow him who would be the messiah. • John baptised people as way to wash away their sins. • John Baptised Jesus, even though he claimed he wasn't worthy enough. This is evidence of Jesus' importance. • During Jesus' baptism the God appeared along with the holy spirit. This is evidence of Jesus' divinity 		<p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p> <p>Explain two reasons the baptism of Jesus was important.</p>
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5	Miracles of Jesus	To explore why unnatural events cause controversy.	<p>Do now 6 question retrieval practice</p> <p>Students find and summarise different miracles of Jesus</p> <p>Continium line plenary</p>	<ul style="list-style-type: none"> • Miracles show Jesus' power and his divinity. • Miracles take different forms (healing and nature) <p>An intervention: when God interacts with the world to change something for the better</p> <p>A sign: to show God's presence or power</p> <p>A symbol: of God's power or of his other qualities.</p> <p>Students must know the basic story of the following:</p> <ul style="list-style-type: none"> • Jesus turns water into wine (nature miracle) • Jesus walks on water (nature miracle) • Jesus raises Lazarus from the dead (healing miracle) <p>Jesus feeds the 5000 (nature miracle)</p>	<p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p> <p>Explain why miracles are important to Christians</p>

6	Jesus' disciples	To explore who religious leaders choose as followers and what that teaches us about the leader themselves	<p>Do now 6 question retrieval practice</p> <p>Students vote for their disciples</p> <p>Students read gospel accounts of disciples and complete sheet explaining their importance</p> <p>Students complete Disciples Job Advert</p>	<ul style="list-style-type: none"> • Disciple means "learner" • Jesus chose 12 male disciples • They were unpopular choices as some were poor fishermen, tax collectors and other people not considered pure by the Jewish people at the time • The disciples would often break Jewish rules from the Old Testament 	Jesus' Childhood Sheet	<p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p> <p>Outline 3 qualities of a disciple</p>
7	Cleansing of the temple	To explore how controversial actions of a religious leader can be influential	<p>Do now 6 question retrieval practice</p> <p>Synagogue Recap Mind Map</p> <p>Jesus and the Temple Worksheet</p> <p>Students study different character cards to explain different attitudes to Jesus</p>	<ul style="list-style-type: none"> • Jesus destroys the money changers temple • Refers to them as "robbers" and turning "his father's house into a marketplace" • Synagogue / Temple had special importance for Jewish people at the time. 		<p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p> <p>Explain two reasons Jesus was angry about</p>

					the activities taking place in the Temple.
8	Crucifixion	To explore how the death of a religious leader impacts on the religion and followers	<p>Do now 6 question retrieval practice</p> <p>Recap Task</p> <p>Students complete Holy Week Worksheet. Summarise and explain the importance of key events.</p> <p>C Question</p>	<p>Holy Week</p> <ul style="list-style-type: none"> • <i>Entrance to Jerusalem (Palm Sunday)</i>. Jesus triumphantly rides into Jerusalem on a donkey. • <i>The Last Supper (Maundy Thursday)</i>. Jesus shares a Passover meal and reveals that Judas will betray him • <i>Arrest and Trial</i>. Jesus is arrested and put on trial before Pontius Pilate. Pilate sentences him to death • <i>Crucifixion (Good Friday)</i>. Jesus is killed by being nailed to a cross. Jesus forgives his killers on the cross. 	<p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p> <p>Give two reasons why Jesus' crucifixion is important to Christians</p>

9	Resurrection and ascension	To explore how the events after death impact on a religion and the followers	<p>Do now 6 question retrieval practice</p> <p>Students receive a character and must interview each other to piece together the events of the resurrection</p> <p>Students complete salvation task where they draw a diagram to explain salvation</p>	<p>Resurrection</p> <ul style="list-style-type: none"> Jesus came back from the dead three days later and appeared to the disciples. There are various witnesses to Jesus' reappearance <p>Salvation</p> <ul style="list-style-type: none"> Sin is the gap between mankind and God. Mankind can receive God and be forgiven for our sins through Jesus Christ God was prepared to sacrifice his only son in order for humans to reconnect and have a better relationship with God 	ABC Q H/W Sheet	<p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p> <p>Give two reasons why Jesus' resurrection is important to Christians</p>

10	The old and new testament	To explore how religious texts change and assess the extent to which they can be trusted and applied	<p>Do now 6 question retrieval practice</p> <p>Students place the formation of the Bible into the correct chronological order</p> <p>Students look at statements from the Old and New Testament and compare them to Jesus's teaching and message</p> <p>D Question practice</p>	<ul style="list-style-type: none"> Jesus both taught the Old Testament as well as taught things that were opposite to the Old Testament. The New testament took the place of the Old Testament in rules and laws "Think not that I am come to destroy the law, or the prophets: I am not come to destroy, but to fulfil," Matthew 5:7 shows that Jesus is the fulfilment of the Old Testament St Paul preached that Jewish rules such a circumcision, sabbath rules of food restrictions did not matter, only faith in Christ. 	<p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p> <p>"The New Testament is the only relevant part of the Bible for Christians"</p>
11	Spread of Christianity and evangelism	To explore how religions spread and the effectiveness of these methods	<p>Do now 6 question retrieval practice</p> <p>Create facebook account for St Pauls life</p> <p>St Paul and Jesus dialogue</p>	<ul style="list-style-type: none"> Paul was originally not-Christian. A roman citizen who converted to Christianity. Converted lots of non-Jews to Christianity Travelled the world preaching the message of Christianity Christianity would still only be a small sect of Judaism without St Paul 	<p>Revision Tasks</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>

				<ul style="list-style-type: none"> • Taught about Jesus dying for our sins • Taught about salvation through Jesus • 		
12	Revision	To revise for the end of topic test				
13	Assessment	n/a	See assessment schedule			Student work to be marked formatively and summatively. Feedback should be individual but whole class feedback can also be provided.
14	Assessment feedback	To improve examination to address content errors in this work and practice long term writing skills	<p>Teacher to offer collective feedback to students on common errors.</p> <p>Also if relevant demonstrate how to evaluate on 12 mark question.</p> <p>Students to complete green pen this lesson and redraft any questions which are not full marks.</p>			Teacher to circulate throughout and mark green pen. Where possible indicate the increase in mark.

Unit Title: Islam**Number of lessons: 12****Overview and aims:**

In this unit we will cover the basic tenets of the religion of Islam, we will spend a lesson on each of the 5 pillars which are the basis of the faith and then consider the holy book, religious building and controversial concept of jihad to address misconceptions about this topic.

The aim of this unit is to ensure that students have a broad and balanced understanding of the basic beliefs and practice of Islam. This will be essential and inform their GCSE study; 50% of which is from a Muslim perspective. The basic grounding in this faith will also be helpful in ensuring they are able to draw comparisons and cite differences between this religion and the other Abrahamic faiths so they have a balanced view on the interconnectedness of religions.

This unit links to prior learning because students will draw comparisons to Judaism and Christianity, two religions they have studied in depth so far. They will draw upon and revisit their knowledge from the religion through place and time unit as they consider Islam spreading through conquest historically and how this links to jihad. They will also consider the origins of Islam and why this would have made particular beliefs and practices popular and practical.

This unit links prepares students for upcoming learning because when students study GCSE many of these basic facets of Islam are covered (for example the 5 pillars of Islam) as well as deeper and more difficult concepts beliefs. Having studied these foundations of Islam will be imperative for students in being able to then deepen their knowledge of the beliefs and practices of Islam at GCSE. These beliefs and practice will also be frequently drawn upon in the rites of passage and moral issues units where they look at themes and controversial issues from different religious perspectives. The students must have this basic knowledge of the beliefs of Islam to be able to apply them to different themes and consider how these beliefs would influence approaches to controversial topics.

Literacy Opportunities:		SMSC/ British Values:	Key words:
Lesson	Literacy		
Lesson 1: intro to Islam		2 – empathy task – core skill	Sunni, Shia, Arabian Peninsula, Prophet, empathy, revelation,
Lesson 2: Prophet's birth and life	Writing conclusion practice	2 – following the example of role models 2 - influence of family members	Qur'an, wudu, prostrate, convert, 5 pillars of Islam, salah, shahadah, sawm,
Lesson 3: Qur'an	Reading for meaning	4 – how beliefs shape actions 4 – similarities between religions – commonalities as a basis for shared trust etc	zakat, hajj, pilgrimage, alms, fasting, Ramadan,
Lesson 4: shahadah		5,6,7,8 – why sacrifice is worthwhile for yourself and the community	exempt, sadaqh, ablutions, mosque, minaret,
Lesson 5: hajj	Exam style question practice (3, 4, 5 marks) Spelling homework Quick debate	6 – value of self discipline 7 – prayer as a time out and positive for well being	mihrab, minbar, greater jihad, lesser jihad, stereotype
Lesson 6: sawm	Exam style question practice (12 marks)	8 – importance of charity	
Lesson 7: salah		9 – religion as providing community and identity	
Lesson 8: zakat	Essay planning	9 – organisations working for change	
Lesson 9: mosque		10 – addressing and correcting misconceptions	
Lesson 10: jihad			
Lesson 11: revision	Exam style question practice (3 marks)		
Lesson 12: assessment			
Lesson 13: feedback			

Assessment

Lesson	Lesson Title	A	B	C	D
1	Intro to Islam				
2	Prophet's birth and life				
3	Qur'an				
4	shahadah				
5	hajj	State three features of Salah (3 marks)	B . Explain two reasons Muslims perform Hajj (4)	Explain two ways the example of the Prophet may be put into practice by Muslims today (5)	
6	sawm				<p>Students complete one of the following questions:</p> <p>"All Muslims should have to fast for every day of Ramadan"</p> <p>"Ramadan is about more than just not eating"</p> <p>"The main purpose of Ramadan is to make you a better Muslim"</p> <p>"The main purpose of Ramadan is to make you a better Muslim"</p>
7	salah				
8	zakat				Extended plan for D question: "All Muslims should give zakat" (12 marks)
9	mosque				

10	Jihad				
11	revision	5 x 3 mark question practices			
12	assessment	outline three beliefs about zakat	explain two reasons jihad is important to the life of a Muslim	Explain two reasons the shahadah is important for Muslims	"Fasting is valuable for all Muslims in modern society"
		outline three beliefs held by Jewish people	Explain two features of the covenant Abraham made with God	Explain two reasons Jews should go to the synagogue	"Jesus was not a good role model"
13	Feedback				

Lesson	Context/ title of lesson	Objective	Suggested learning activities including lesson outcome	Core Knowledge	Homework	Assessment opportunities
1	Introduction to Islam: Sunni and Shia Muslims	To explore how religions can have the same core principles but different beliefs and actions	<p>Do now 6 question retrieval practice</p> <p>Intro to Islam video (bbc bitesize video: https://www.bbc.co.uk/programmes/p02mwkxn) and answer questions</p> <p>Life in the Arabian Peninsula worksheet with guided questions to consider why it was fertile land for a new religion</p> <p>Teacher exposition on the Sunni, Shia split – why it happened and how many of each type of Muslim there are around the world now and where. Students to listen, discuss in pairs and then make notes</p> <p>Exit ticket: Paragraph reflection in response to the following questions:</p> <ul style="list-style-type: none"> • What new information about Islam have you learned in today's lesson? • Explain with as much detail as possible why the Arabian Peninsula was ready for a new religion • Explain with as much detail as possible the Sunni Shia Split 	<ul style="list-style-type: none"> • Sunni Muslims believe leadership after the Prophet should be who was best for the job whereas Shia Muslims believe leadership should remain in the Prophet's family • The Arabian Peninsula was good place for a religion as there was a lot of inequality and it was dangerous and religion could resolve this • 90% of Muslims worldwide are Sunni • Some countries are mainly Shia whereas others are mainly Sunni 	N/A	Responsive teaching during written task Teacher to mark exit ticket and provide either whole class or individual feedback

2	The Prophet's birth and early life	To explore how a religious leader can set an example for future followers	<p>Do now 6 question retrieval practice</p> <p>Spot the false statement (one statement refers to Jesus, other statements true of the Prophet)</p> <p>Read the story of the Prophet's early life and childhood and complete family tree diagram into book</p> <p>Complete empathy task with extracts from the story and different character responses</p> <p>Diamond 9 of events in the Prophet's life (childhood and early adulthood) – which events can Muslims today learn from the most and why – rank and explain most and least important</p> <p>Review: "All people can learn from the Prophet" – write a conclusion to this essay (review good conclusions practice taught previously)</p>	<ul style="list-style-type: none"> • The Prophet was considered a blessed baby, he advanced quickly and miracles happened around him even when he was young • The Prophet was an orphan at 9 years old and was raised by Abdul Muttalib his grandfather and uncle Abu Talib • The Prophet worked as a teenager to help with money for his grandfather and travelled trading good • The Prophet married a woman called Khadijah and helped with her business 	Read extracts about the Prophet's family and complete the grid to show why each family member was important	Responsive teaching during written task
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3	The Qur'an and revelation	To explore how messages are transmitted from God to people in religion	<p>Do now 6 question retrieval practice</p> <p>Self-assess homework on Prophet's family</p> <p>Share and write down meaning of revelation and then create an appropriate symbol for revelation which will be used in the revelation translation task</p> <p>Read The night of power story and complete the living graph</p> <p>Practice planning D questions based on this topic – 3 plans, 2 minutes per plan (mini whiteboards)</p> <p>Review – which words describe revelation best and why</p>	<ul style="list-style-type: none"> • Revelation means disclosing divine truth • Jews believe the 10 commandments were revealed to Moses • The Christian holy book was not revealed, it was written by humans after Jesus' death • The Prophet started receiving the Qur'an on 'The night of power' where an angel gave him Allah's message • The Prophet was illiterate but could 'read' the Qur'an • Qur'an means recitation • The Qur'an was revealed to the Prophet over a 23 year period 	N/A	Responsive teaching during written task Teacher feedback through use of mini whiteboards for D question plans
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4	Shahadah	To explore why religions have foundational principles and the nature of these principles	<p>Do now 6 question retrieval practice</p> <p>Review of Judaism and Christianity – if they had 5 key beliefs what would they be? – Explain that Islam has the 5 pillars and we will spend a lesson on each</p> <p>https://www.bbc.co.uk/bitesize/guides/zwkky4j/revision/2: Copy down the meaning of the Shahadah and then we will listen to it as part of the Muslim call to prayer (azan)</p> <p>Look at the times in a Muslims life that a Muslim would say the Shahadah and annotate to consider why remembering that belief is important at that time and why Muslims might say the Shahadah then.</p> <p>Class discussion: Judaism also has a similar belief, called the Shema. Share the Shema with students and pose 3 questions:</p> <ol style="list-style-type: none"> 1. What is similar about the Shahadah? 2. Why might there be similarities between Islam and Judaism in terms of this basic belief? (consider work from religion place and time unit when guiding discussion) 3. Why might remembering there is only one God be important for religious people in their daily lives? <p>Review: Students to write a reflective answer to either 1 /2 and 3</p>	<ul style="list-style-type: none"> • There are 5 pillars of Islam which form the basis of their faith • The shahadah is the Muslim profession of faith • The Shahadah is stating that there is no God but Allah and Muahmmad* is his messenger • The Shahdad forms part of the call to prayer (azan) • The Shahadah is the first thing a baby hears at birth and the last things Muslims say before they die • To convert to Islam you must say the Shahadah 	Learn the Arabic, English translation and definition for the 5 pillars of Islam for a test next week. Spelling also assessed.	Responsive teaching during written task
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5	Hajj	To explore why religions have foundational principles and the nature of these principles	<p>Do now 6 question retrieval practice</p> <p>Test on English and Arabic spellings and definitions of 5 pillars (homework review)</p> <p>Copy Hajj diagram into book and label based on statements</p> <p>Use 2 coloured highlighters to show the pros and cons of pilgrimage (Extension consider given current climate of global pandemic what the impact will be on performing hajj, how will this affect Muslim belief and action?)</p> <p>Quick debate: in pairs you debate the statement “Muslims should not go on pilgrimage today” – provide students with a list of sentence starters to begin and challenge arguments.</p> <p>Practice B and C questions using teaching link explain structure - explain that this structure will be expected in homework</p>	<ul style="list-style-type: none"> • Hajj is an obligation for Muslims to complete once in their lifetime if they are able to • Hajj is a sacred journey to Mecca in Saudi Arabia • At Hajj all Muslims wear the same plain white clothes to show equality • The nature of Hajj has changed and is sometimes criticised as now being easier, less of a sacrifice, more of a tourist opportunity • Hajj is sometimes criticised as people do not change their actions after the spiritual journey • Hajj is good for connecting to your faith, showing dedication to God 	<p>A . State three features of Salah (3 marks)</p> <p>B . Explain two reasons Muslims perform Hajj (4)</p> <p>C . Explain two ways the example of the Prophet may be put into practice by Muslims today (5)</p> <p>Complete these 3 practice exam questions</p>	Responsive teaching during written task
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6	Sawm	To explore why religions have foundational principles and the nature of these principles	<p>Do now 6 question retrieval practice</p> <p>Generate who, what, why, when, how, where questions as a class about fasting and Ramadan.</p> <p>Read text and answer your own questions plus the provided questions about sawm</p> <p>D question plans working in groups –plan 4 essays and then write one of your choice under timed conditions</p>	<ul style="list-style-type: none"> • Sawm means fasting during Ramadan • Ramadan is a month long and moves every year • Fasting is broken every evening with an iftar meal and charity is given to those who cannot afford this • The end of Ramadan is celebrated by Eid • Fasting helps Muslims understand the poor and hungry • Fasting shows discipline and sacrifice to God • People are exempt from fasting if they are ill, pregnant, travelling, on their period 	N/A	Homework (ABC questions to be collected and formative assessment to be provided by teacher 12 mark essay written in class to be marked with personalised formative feedback by teacher Responsive teaching during written task
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7	Salah	To explore why religions have foundational principles and the nature of these principles	<p>Do now 6 question retrieval practice</p> <p>Try 1 Try 2 activity on aspects of prayer</p> <p>Read the testimonies on salah and complete the table:</p> <table border="1" data-bbox="645 379 1220 491"> <tr> <td data-bbox="645 379 943 459">Why salah is for the individual</td> <td data-bbox="943 379 1220 459">Why salah is for God</td> </tr> <tr> <td data-bbox="645 459 943 491"></td> <td data-bbox="943 459 1220 491"></td> </tr> </table> <p>Completing Salah is a big commitment and a big responsibility. Answer the following questions in paragraphs:</p> <ol style="list-style-type: none"> 1. How does salah show commitment to Allah? 2. How does salah benefit the life of a Muslim? 3. Why might some Muslims find it hard to complete salah? <p>Review: Define these words: Azan, Prophet, Wudu, Mecca, Prostrate, Convert</p>	Why salah is for the individual	Why salah is for God			<ul style="list-style-type: none"> • Muslims pray 5 times per day • The Azan signals the call to prayer • Salah is a time to focus on God • Muslims all pray facing Mecca and are led by the imam • Muslims complete wudu before prayer 	<p>Read the information about how the Prophet was presented by scholars and write a short essay using evidence to explain his character</p>	<p>Responsive teaching during written task</p>
Why salah is for the individual	Why salah is for God									

8	Zakat	To explore why religions have foundational principles and the nature of these principles	<p>Do now 6 question retrieval practice</p> <p>15 minutes of GPCs on 12 mark essay written last lesson</p> <p>Based on facts and attitudes towards zakat, use three different coloured highlighters to show:</p> <p>What are the attitudes? Why do they do it? Who does it benefit?</p> <p>Numeracy task – calculating zakat</p> <p>Extended plan for D question: “All Muslims should give zakat” (12 marks)</p> <p>Peer assessed and evaluations added</p>	<ul style="list-style-type: none"> • Zakat means giving 2.5% of your income to charity - this minimum amount is called nisab • In Shia Islam the nisab is 20% • Sadaqah means giving more than zakat to charity • Zakat is given to the poor but can also be used to buy people out of slavery and pay of debts • Zakat is given because the Prophet said “he who drinks while another goes thirsty is not one of us” • Giving zakat purifies your wealth and makes you less greedy 	n/a	<p>Homework marked by teacher for literacy and a short responsive comment with one target</p> <p>Responsive teaching during written task</p>
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9	The Mosque in Islam	To explore how a religious building provides purpose to a religious community	<p>Do now 6 question retrieval practice</p> <p>Label diagram of the mosque and annotate function – add suggestions for symbolism</p> <p>Class discussion on the symbolism of different aspects of the structure of the mosque and add further annotations in another colour – teacher prompts provided</p> <p>How do Muslims show respect in the mosque? – watch video and identify three ways</p> <p>What is the purpose of the mosque? Card sort of activities which happen in the mosque – are they for God, the individual or the community</p> <p>Application: one paragraph for each practice question (explain to students that usually it would be 2 but we are practicing applying lots of content – remind students of the importance of teaching link explain – focus and model how to draw out the link from the question (as modelled on ppt)</p> <p>Explain two reasons Muslims may attend the mosque</p> <p>Explain how two features of the mosque help Muslims to worship</p> <p>Explain two benefits of attending mosque for Muslims</p>	<ul style="list-style-type: none"> • The Minaret is a tower in the mosque where the call to prayer is announced from • The Mihrab is a niche in the wall showing the direction of Mecca • The Minbar is a platform from where the Qur'an is read representing Allah is higher • The ablutions are a set of fountains where Muslims wash before prayer • The mosque is a place to create a community and support network • Activities happen in the mosque like classes for children on the Qur'an 	Homework	Responsive teaching during written task One teaching link explain paragraph marked by teacher and feedback provided on how well structure is being adhered to.
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10	Jihad	To explore how and why religions struggle to show devotion	<p>Do now 6 question retrieval practice</p> <p>Teacher exposition of jihad</p> <p>Read text and answer bronze, silver, gold questions on jihad</p> <p>Oracy and group work: In groups of 3 design a 1 minute advert for the BBC that seeks to dispel the stereotypes of Jihad in the media and explains the true meaning of what Jihad truly means for Muslims.</p> <p>Review – watch ‘adverts’ and provide constructive feedback based on success criteria</p> <p>A-z of Islam topic then all do nows to be amalgamated for an initial review.</p> <p>A question practice – students to answer 5 x 3 mark questions in 15 minutes, full sentences, no books – self assessed with mark scheme</p> <p>Students to work in pairs to answer a series of questions which is a full overview of the unit and then self quiz – to be completed for homework</p>	<ul style="list-style-type: none"> • Greater jihad is the daily struggle to adhere to your religion properly • Lesser jihad means fighting for your religion • Lesser jihad is acceptable in self defence and to protect Muslims or punish those who have done wrong against Islam • There are strict rules which govern a lesser jihad including innocent people must not be killed, and it must be a last resort • The Prophet engaged in lesser jihad • There is a misconception in the media that lesser jihad represents Islam when Islam is a very peaceful religion and greater jihad is the more important one 	<p>N/A</p> <p>KO revision – 25 minutes (evidence needed) and 2 practice exam questions – students can choose 2 from a list of 6 (20 minutes)</p>	<p>Responsive teaching during written task</p> <p>Peer assessment based on success criteria for presentations</p> <p>Responsive teaching during written task</p> <p>Self-assessment of A questions</p>
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11	Revision	To revise for end of topic assessment on Islam		•	N/A	
12	Islam assessment	n/a	See assessment schedule		Complete any unfinished GPCs and or redrafts of questions based on whole class feedback.	Student work to be marked formatively and summatively. Feedback should be individual but whole class feedback can also be provided.
13	Assessment feedback	To improve examination to address content errors in this work and practice long term writing skills	Teacher to offer collective feedback to students on common errors. Also if relevant demonstrate how to evaluate on 12 mark question. Students to complete green pen this lesson and redraft any questions which are not full marks.		Homework	Teacher to circulate throughout and mark green pen. Where possible indicate the increase in mark.

Unit Title: Rites of Passage**Number of lessons: 14****Overview and aims:**

In this unit we will cover examples of rites of passage including birth rites, puberty rites, marriage and death. We will look in detail at what happens at the ceremonies that mark these occasions and consider why they are important for the individual and the community. For each type of rite of passage we will look at how it is marked from at least 2 religions so that we are able to compare and contrast how the stage is marked differently by different religious groups and indeed how non-religious people may also mark the event.

The aim of this unit is to introduce students to thematic study which brings together the beliefs learned from the Abrahamic faiths and considers how this is put into practice to mark important events. The aim is also consolidate student's work on comparative study of religion and ensure they are able to apply the beliefs and actions so far to a specific example and topic. Throughout the studies of specific religions we have considered the effect of concepts such as festivals, holy days and places of worship on the individual and community and this links to the aim of this unit as we look at how and why people mark stages in life because of the impact on the person themselves and the community. This unit links to prior learning because it links clearly back to the religion over place and time unit which considers why people are religious and what it brings to their lives as these rites of passage link to the human condition and how this is marked by religion.

This unit links prepares students for upcoming learning because some rites of passage from Sikhism and Hinduism are also covered – students have been exposed to these religions briefly in the first two topics of year 7 but this will also spark an interest in the religions we will cover next year and provide a basis to work from. Thematic study of a religion is more difficult than phenomenological study and we only cover this one thematic unit in year 7. It has been chosen as it sparks debate and interest but is reasonably non-controversial and does not require the same level of maturity as some of the issues we will tackle moving forwards.

Literacy Opportunities:		SMSC/ British Values:	Key words:
lesson	Literacy		
1	4 mark exam question practice	1 – reflection on which life events are important, mark stages	Rites of passage, secular, identity, community, infant baptism, azan, Aqiqah, sacrifice, circumcision, naam karan, singh, kaur, Guru Granth Sahib, khalsa, brit milah, mohel, sandek, ritual, tradition, culture, initiation ceremony, bar mitzvah, pilgrimage, freedom of choice, commitment, karma, reincarnation, funeral pyre, offering,
2	TAP task – practice writing for purpose	2 – the benefits of being part of a religious community	
3		3	
4	3 mark exam question practice	4 – do symbolic actions within religion promote equality hinder it?	
5	How to break down quotes and integrate them into a paragraph – deliberate practice 12 mark exam practice	5 – circumcision cultural differences, freedom of choice	
6	12 mark exam question practice Literacy task on initiation ceremonies (development of tier 2 vocabulary)	6 - taking responsibility	
7		7 - freedom of choice	
8	5 mark exam question practice	8 – commitment to partner and family	
9		9 – development of understanding of Eastern faiths and different views on life after death and preparation for death	
10		10 – empathy exercise – how ritual can help deal with difficult life events	
11	12 mark essay planning	10 – IT development 11 – focus on what all people have in common regardless of different beliefs and what this teaches about the human condition	

Assessment

Lesson	Context/ title of lesson	A	B	C	D
1	Intro to ROP – what are they and why are they important?		Explain two reasons why rites of passage benefit the community (4) Use two reasons people mark rites of passage – refer to a religious and a non-religious example (4) (teacher assessed)		
2	Infant baptism				
3	Muslim birth ritual				
4	Sikh baby naming ceremony	Outline three symbolic actions within naam karan Outline three reasons Sikh families would have a naam karan ceremony for their child (self assessed)			
5	Brit milah				“Brit Milah should not be allowed today” (Self and teacher assessed)
6	Initiation ceremonies in Sikhism and Buddhism				“rites of passage change your life” –
7	Adult and infant decisions Double lesson				

8	Marriage in Judaism and Islam			Explain two reasons people marry in Islam or Judaism (5)	
9	Death in Hinduism				<ul style="list-style-type: none"> rites of passage are more similar than different life would be harder without rites of passage all people mark rites of passage, whether they are religious or not rites of passage mean more responsibility for the believer (plans)
10	Muslim funeral rites (IT lesson)				
11	Comparative ROP				
12	Revision				
13	Assessment	outline three events which happen at a Muslim birth ritual	explain two responsibilities Sikhs or Hindus must take on after their initiation ceremonies	describe two things which happen at a Muslim funeral and explain what they symbolise	It is better to wait until you are an adult to have a ceremony which makes you religious
		outline three features of how Christianity spread as a religion	Explain 2 reasons why Christians should or should not follow the Old Testament	outline 2 parables and explain their message	"The Muslim pilgrimage is out of date today"
14	Assessment feedback				

Lesson	Context/ title of lesson	Objective	Suggested learning activities including lesson outcome	Core Knowledge	Homework	Assessment opportunities
1	Intro to ROP – what are they and why are they important?	To explore what rites of passage are and why stages of life are marked through ritual and ceremony	<p>Do now 6 question review</p> <p>Students to be given definition of rites of passage and try and think of three examples of life events which fit the category</p> <p>Students to be given a ‘road map’/ journey of someone’s life and they should annotate which events do fit the criteria for rites of passage and which do not</p> <p>Spot the difference/similarities task – students to read testimonies from people, a religious and a non-religious example of birth, marriage and death and spot the similarities and differences in the structure but also reason for marking these events</p> <p>Apply – Explain two reasons why rites of passage benefit the community (4)</p> <p>Use two reasons people mark rites of passage – refer to a religious and a non-religious example (4)</p> <p>Review – imagine if.... Set a scenario where a tribe is discovered – what rites of passage, if any would you expect and why?</p>	<ul style="list-style-type: none"> • Rites of passage are events in a person’s life that mark a change of stage • Rites of passage are marked in both religious and secular ways • Rites of passage are marked through symbols and often come with responsibility 	N/A	<p>Responsive teaching during written and discussion work</p> <p>Formative assessment of 2 x 4 mark questions</p>

2	Infant baptism	To explore how and why birth is marked as an event	<p>Do now 6 question review</p> <p>Students to read text describing infant baptism and be signposted to symbolic actions – annotate what they expect symbolism may be. Class discussion then annotate correct symbolism in another colour.</p> <p>Students to be given 6 reasons infant baptism is important/the purpose and create a diamond 6 where they rank which is most to least important. Model teaching link explain to then explain each reason and justify their top and bottom choice</p> <p>Students to reply to a letter from a mother and father who are unsure whether to get their child baptised. TAP activity to select either writing to persuade, advise or reassure (teacher to review literary technique which can be used for each of these). They must also consider a reason not to do infant baptism to show balance</p> <p>Review – students to read out letters (also put on visualiser) and analyse use of literary techniques which indicate purpose of persuade, advise of reassure.</p>	<ul style="list-style-type: none"> • Infant baptism is a Christian rite of passage which welcomes a child into the church community • A child is splashed with holy water to represent the removal of sin – this is reminiscent of Jesus’ baptism • The priest marks a cross on the baby’s head with oil to show they are part of the church community • The baby wears white to show they are pure in the eyes of God • Candles are lit to show the moving of death to life in Christ • Godparents are nominated to look after the spiritual wellbeing of the child and help to raise them religious 	<p>Green pen corrections on 2 x 4 mark questions</p> <p>Explain that pilgrimage is often considered a rite of passage (students have learned about pilgrimage in the Islam unit) and for homework they will be learning about pilgrimage in different religions. This week they will consider Christian pilgrimage and review their work on pilgrimage in Islam by reading a text and answering multiple choice questions</p>	Responsive teaching during written and discussion work
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<p>3</p>	<p>Muslim birth ritual</p>	<p>To explore how and why birth is marked as an event</p>	<p>Do now 6 question review</p> <p>Mark homework MCQs and discuss</p> <p>Students to listen to the azan and teacher to ask when they have heard it before (they have learned this in the shahadah lesson) - explain this is the first part of the Muslim birth ritual</p> <p>Students to read information on the aspects of the Muslim birth ritual and the symbolism. Students to create a spider diagram using different colours to describe the ritual, symbolism, how it helps community, how it helps parents, how it shows respect to Allah, how it helps child (bear in mind there may not be an answer for each of these per aspect of the ritual). Teacher to model first one (azan)</p> <p>Class discussion – how far do you agree? Teacher to provide statements about the Muslim birth ceremony – some neutral, some more controversial and class discussion on how far they agree. If the teacher would like this can be done by putting students into groups to decide where they stand and then one member coming up per group and forming an opinion line which can be debated.</p> <p>Review - “some aspects of the Muslim birth rites are controversial in Britain” – how far do you agree? Write one paragraph.</p>	<ul style="list-style-type: none"> • The first thing baby’s hear when they are born is the azan to show they will live a life in submission to Allah • Aqiqah is when the baby’s head is shaved and the hair weighed and equivalent amount given in gold to the poor • An animal is scarified to show thanks to Allah for the safe arrival of the baby and the food shared amongst the community but sometimes this is now just a monetary offering instead • The child is circumcised 	<p>n/a</p>	<p>Responsive teaching during written and discussion work</p>
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4	Sikh baby naming ceremony	To explore how and why birth is marked as an event	<p>Do now 6 question review</p> <p>Watch video on Guru Ganth Sahib and answer questions : http://www.bbc.co.uk/education/clips/z9gkq6f</p> <p>Watch video on naam karan and write set of instructions on the baby naming process in Sikhism: https://www.truetube.co.uk/film/sikh-naming-ceremony-naam-karan</p> <p>Class discussion: kaur and singh are added to names – what does this symbolise? Does this represent equality or lack of?</p> <p>Apply: 2 x 3 mark questions- students allowed to discuss answers first: Timed 6 minutes: Outline three symbolic actions within naam karan Outline three reasons Sikh families would have a naam karan ceremony for their child</p> <p>Review: self assess 3 mark questions</p>	<ul style="list-style-type: none"> • The Guru Granth Sahib is the Sikh holy book • Repsect is shown to the Guru Granth Sahib by keepng it at the top of the house, covering head when you greet it, not turning your back to it • The baby is presented to the Guru Granth Sahib at the naam karan • The Guru Granth Sahib is opened at a random page and the first letter of the first word on the page will the first letter of the child's name • Kaur (princess) and Singh (lion) are added to all baby names and this is considered an act of equality 	Pilgrimage in Sikhism and Hinduism – text and multiple choice questions	<p>Responsive teaching during written and discussion work</p> <p>Self assessment using mark scheme and indicative content</p>
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<p>5</p>	<p>Brit milah</p>	<p>To explore how and why birth is marked as an event</p>	<p>Do now 6 question review Mark homework MCQs and discuss</p> <p>Comprehension task on Brit Milah</p> <p>Text analysis of why Brit Milah is kept – teach students how to find Bible passages (is Bibles are available) and model basic principles of exegesis – write summary statements which follow a model of integrating the quotation</p> <p>Highlight the positive and negative views on Brit Milah and plan a essay “Brit Milah should not be allowed today”</p> <p>Review – deliberate practice – integrating quotes – students to be given quotes from different religious texts and an appropriate exam question and write a one sentence response to the question using the quote – practice several times and spotlight good practice</p>	<ul style="list-style-type: none"> • Brit Milah is kept as it is part of the covenant Abraham made with God “this is my covenant, which you shall keep, circumcise every male” • Brit Milah occurs at 7 days old for every male Jewish baby • Brit Milah means circumcision • Brit Milah is considered a sacrifice of the flesh to God and is a proud mark of being Jewish • Only men are present at the Brit Milah and the mohel (a trained member of the Jewish community) undertakes the procedure • Brit Milah is considered controversial sometimes as the baby has no choice in the procedure 	<p>Write 12 mark essay planned in class “Brit Milah should not be allowed today” – students to be provided with clear success criteria and a key where they must demonstrate where they have met success criteria</p>	<p>Responsive teaching during written and discussion work</p>
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<p>6</p>	<p>Initiation ceremonies in Sikhism and Buddhism</p>	<p>To explore how and why puberty is marked as an event</p>	<p>Do now 6 question review</p> <p>Literacy task on initiation ceremonies (development of tier 2 vocabulary)</p> <p>Students to be given a list of responsibilities or changes that occur after an initiation ceremony – first rank them – which would have the biggest effect and why</p> <p>Practice exam question – 4 marks – teaching link explain deliberate practice model - teacher to model the link phrase explicitly with other questions from earlier in the unit several times – students to then write the link phrase for these questions as practice before writing answer in full</p> <p>Explain two ways the life of Sikh/Buddhist changes after their initiation ceremony (4)</p> <p>OR</p> <p>Explain two examples which demonstrate Sikhs/Buddhists have to take on more responsibility after an initiation ceremony</p> <p>Review – peer assessment – highlight the parts of teaching link explain</p>	<p>Buddhist:</p> <ul style="list-style-type: none"> • The Buddhist initiation ceremony represents starting an adult life • The Buddhist ceremony is completed by people who want to enter the monastery (before working etc), few girls go through the ceremony • Monk style robes in deep yellow, orange or red are worn • Initiates must learn the 10 precepts before they can be accepted into the monastery • A special bath occurs and heads are shaved to represent a clean start for adult life • A bowl is given as a gift as monks must beg for food <p>Sikh:</p> <ul style="list-style-type: none"> • The initiation ceremony is called the amrit ceremony, not all Sikhs go through the ceremony • After the amrit ceremony you take on a new name and must follow the 5Ks • The amrit ceremony occurs in the presence of 5 initiated Sikhs • Hymns and prayer are read at the ceremony and then the amrit (sugar water) is stirred 	<p>12 mark essay question – “rites of passage change your life” – provide plan and then students to write full essay</p>	<p>Responsive teaching during written and discussion work</p>
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with a knife and everyone shares from the bowl

- The initiate reads the mool mantar (Sikh prayer) and then the rules of Sikhism are read to them

7	<p>Adult and infant decisions Double lesson</p>	<p>To explore whether making decisions about religion should be up to the individual or family</p>	<p>Do now 6 question review</p> <p>Examples of adult VS infant decisions: https://www.bbc.co.uk/programmes/p02mwy4d - watch video and write summary of the difference between infant and adult baptism (find video) – watch video on bar mitzvah and write summary of difference between brit milah and bar mitzvah</p> <p>Debate plan –read teenager testimonies and complete for an against grid of the benefits and drawbacks of adult vs infant decisions. Allow students to think of and share their own ideas first</p> <p>debate: “This house believes that birth rites of passage should be removed in favour of puberty rites of passage” students work in groups to plan speeches and then deliver debate in groups. Teacher to circulate and choose strongest for and against speakers to then present to the class and practice rebuttals from the audience</p> <p>review: write your personal response to the motion and justify your answer#</p> <p>(N.b. this lesson may be extended and run debate next lesson as a full activity if not time to do properly – if this is the case create extra do now 6 question review and extend second debate lesson – see oracy training for more detail)</p>	<ul style="list-style-type: none"> • Adult baptism occurs after teenage years for Christianity and people choose to commit to the religion • The water at the adult ceremony represents being purified • Bar mitzvah happens at aged 13 for Jewish boys and 13 for Jewish girls – they become son or daughter of the commandments and are bound by religious rules • At Bar/Bat Mitzvah they must learn parts of the Torah and recite them in front of the congregation • It is sometimes considered better for people to make decision as an adult to join the religion because then it is their free choice and they will be more committed. • It is sometimes considered better for people to have a ceremony to mark their entry to religion at birth so they are raised in the religion and feel part of the community so are more likely to stick to it. 	<p>N/A</p>	<p>Responsive teaching during written and discussion work</p> <p>Formative assessment of 2 x12 mark essay (Brit Milah essay to be marked by checking against success criteria – rubric – birth rites essay o be marked formatively)</p>
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8	Marriage in Judaism and Islam	To explore how and why commitment is marked as an event	<p>Do now 6 question review</p> <p>Pair work – what happens at the ceremony – one from each pair to read a description of the ceremony for Islam and the other to read the description from Judaism – then describe to each other and each partner must respond with one question and one clarification – then answer a series of questions together from memory – then check answers</p> <p>Try 1 – Try 2 on the symbolism behind aspects of each ceremony</p> <p>Benefits of marriage venn diagram – individual, family, community</p> <p>Explain two reasons people marry in Islam or Judaism (5) – quotation must be integrated as we have practiced earlier in the unit</p> <p>Review: Similarities and differences grid - share ideas afterwards as a class - discuss why these similarities may exist – refer back to religion over place and time unit</p>	<ul style="list-style-type: none"> • Jewish and Muslim marriages are arranged, but both parties can say no • At traditional Jewish and Muslim weddings men and women are kept apart for the ceremony • Jews fast on their wedding day as this removes sin • Jewish wedding start with signing a marriage contract called a ketubah. Muslim weddings involve signing the contract and the couple can choose thing to go in it • At a Jewish wedding a glass is stamped on the represent the destruction of the Jewish Temple • At both Muslim and Jewish wedding prayers are read from holy books – represents the commitments they are making in the eyes of God • People marry as it is believed that then they can have children and expand the Jewish community • People marry as it is God’s expectation and they think God chose the partner for them 	Pilgrimage in Judaism and Buddhism – text and multiple choice questions	Responsive teaching during written and discussion work
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9	Death in Hinduism	To explore how and why death is marked as an event	<p>Do now 6 question review Mark homework MCQs and discuss</p> <p>Question stems to generate interest re. image of Hindu funeral rites Read text and watch video (http://www.youtube.com/watch?v=HMOJXPizC5E) on Hindu funeral rites and create sense grid (experiential learning)</p> <p>Teacher explanation of karma and reincarnation and how the ceremony connects to this followed by bronze silver gold questions to write written answers to to demonstrate understanding</p> <p>Review – write 3 multiple choice questions about funeral rites in Hinduism, one must be about what happens, what must be about symbolism, one must be about why they do it</p>	<ul style="list-style-type: none"> • Hindus believe that when a person dies they will be reincarnated • Hindu funerals take place one or 2 days after the death • The rite of the skull is where the skull is cracked to release the soul so it can be reincarnated • Hindu bodies are burned (they do not need their bodies as they will be born into a new one and it is believe this will help the soul on it’s way) and the ashes are put in a river • Prayers are chanted and food and flower offerings made – these are to the Gods to help the soul have a good rebirth • The eldest son presents the body to funeral pyre 	N/A	Responsive teaching during written and discussion work
10			Do now 6 question review			

<p>Muslim funeral rites (IT lesson)</p>	<p>To explore how and why birth is marked as an event</p>	<p>For each aspect of the Muslim funeral rites (provided) you should answer the following questions:</p> <ol style="list-style-type: none"> 1. What does this action symbolise? 2. How does this action show respect to God? 3. How does this action make the mourner feel, how does it help them grieve? <p>Answers should be presented in a grid on word – chance for students to also practice office use and basic IT skills</p> <p>Teacher should focus on teaching students how to use resources online effectively – including deciding if a source is reputable and how to write a response without plagiarising</p> <p>Review – students to feedback verbally on each section – cold call</p>	<ul style="list-style-type: none"> • Muslims are buried within 24 hours • Muslims are buried facing Mecca to show they are returning to God as Mecca is God’s most holy place • Muslims are buried never burned as they believe in resurrection of the body • Muslims are washed and buried in their prayer clothes to show they are pure and ready to be presented to God • Usually only men are present at the funeral • 	<p>Pilgrimage in different religions spider diagram to review all homework. Model provided from one religion – must incorporate per religion: What happens (3 details) 1 symbolic action, event, item Why people do / what do they get from it</p>	<p>Responsive teaching during written and discussion work</p>
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<p>11</p>	<p>Comparative ROP</p>	<p>To explore why there are similarities between specific rites of passage and what the commonality of marking stages in life tells us about the human condition</p>	<p>Do now 6 question review</p> <p>Find me – students given 2 religions and then 2 rites of passage and they have to find the similarities and differences between them – this could be done on mini whiteboards</p> <p>Consensus circle – statements concerning why people mark rites of passage</p> <p>D question responses – students to work in groups of 4 and have 4 statements with planning grids, they write one response, pass round and continue the argument/plan by building on previous answers:</p> <ul style="list-style-type: none"> • rites of passage are more similar than different • life would be harder without rites of passage • all people mark rites of passage, whether they are religious or not • rites of passage mean more responsibility for the believer <p>Review – conclusion practice – write conclusions for as many as there is time for – use sentence starters and refocus on hinge words etc</p>	<ul style="list-style-type: none"> • There is no pre determined comparisons and differences that students must know. This lesson they will draw on the knowledge they have gleaned over the unit and create links of which there are multiple. 		<p>Responsive teaching during written and discussion work</p>
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12	Revision	To revise for the rites of passage assessment	<p>A to Z of unit All do now review questions answered again Review grid of how rites of passage affect the individual and community, quotes for rites of passage, for and against Deliberate practice for integrating quotations</p>	<ul style="list-style-type: none"> • 	<p>KO revision (25minutes – evidence needed and must include learning 5 quotations from this unit) 25 comprehension questions – teacher to provide answers for self assessment in assessment feedback lesson</p>	<p>Responsive teaching during written and discussion work</p>
13	Assessment		<p>ABCD exam questions from this topic plus another topic/ mixture of topics also assessed</p>		<p>N/A</p>	<p>Formative and summative assessment on 2 x ABCD questions</p>
14	Assessment feedback		<p>Mark revision homework Teacher to provide whole class feedback to address misconceptions if necessary and then students to respond to formative feedback and redraft questions as determined by teacher</p>		<p>Complete any GPCs or rewrites</p>	

Year 8**Unit Title: Hinduism****Number of lessons: 12****Overview and aims:**

In this unit we will cover the beliefs and practices of Hinduism. This will look at origins of the Hindu religion, beliefs about God and Polytheism, beliefs about life after death, Hindu texts, forms of worship, festivals, places of worship and the abolition of the caste system. The unit will ultimately ask the question about what it means to be a Hindu.

The aim of this unit is to ensure that students have an understanding of what Hindus believe and how they practice their faith. They will have an opportunity to evaluate similarities and differences between monotheistic and polytheistic faith systems and assess the benefits and challenges of each.

This unit links to prior learning because they have previously learned about two of the Abrahamic religions- Judaism and Christianity. They will have examined how Judaism was founded on Abraham rejecting Polytheism and how this led to the faith that Judaism is today. They will identify how Polytheism in Hinduism differs to this and what the benefits of worshipping different gods and goddesses might be.

This unit links prepares students for upcoming learning because they will continue to explore another religion which originated in the East- Buddhism.

Literacy Opportunities:		SMSC/ British Values:	Key words:
lesson	Literacy		
1	Comprehension- gods and goddesses reading activity.	Identifying inequalities in society today and how these might be similar to those in the Caste system.	Atman, Avatar, Brahman, Om, Dharma, Trimurti, Bhagavad Gita, Brahmin, Vedas, Arti, Murti, Puja, Mandir,
2			Upanishads, Ramayana, Kumbh Mela, Meditation, Diwali, Brahmin (priest), Kshatriya (warrior), Vaishya, Shudra,
3		Analysing the benefits of Hindu worship for the believer and how worship is enhanced using the senses in worship	Untouchables, Janmashtami , Raksha Banhan, Brahma, Vishnu, Shiva, Krishna, Kali, Lakshmi.
4	Learning about Hindu worship through visual, audio and literary means.		
5			
6	Cycle of life- comprehension task followed by exam question		
7	Hindu texts: Comprehension activity and textual analysis. What symbolism can be found in Hindu texts and how might this impact on the life of a Hindu?	Meditation: Might meditation be something we can all benefit from?	
8	Exam questions. D question: "The caste system is unfair" Plan out evaluation question and then write up essay using scaffold provided.	Festivals: Diwali- light over darkness- what might that mean in our world today?	
9	Mandir- students to write a sensory tour of a Mandir		
10			
11			

Assessment

Lesson	Lesson Title	A	B	C	D
1	Introduction to Hinduism and belief about God				
2	Hindu Gods and Goddesses	A) Outline three Hindu beliefs about God			
3	Hindu Gods and Goddesses		A) Outline how three character traits are shown by what Hindu Gods/Goddesses hold/have in their pictures.		“Shiva is the most important Hindu God”
4	Hindu Worship		B) Explain the benefits of two forms of Hindu worship		
5	Diwali and Festivals			C) Explain two reasons why Diwali is important to Hindus	
6	Karma and Reincarnation		B) Explain two Hindu beliefs about reincarnation		
7	Hindu texts			C) Explain two ways in which scripture can influence the life of a Hindu	
8	Caste System				“The Caste System is unfair”
9	Hindu Mandir	A) Outline three features of a Mandir			
10	Revision				

11	Assessment	A) Outline three events at Raksha Bandhan	Explain two Hindu beliefs about God.	Explain two Hindu beliefs about reincarnation	“Hindus only do good acts to achieve Moksha”
		outline three ways Hinduism meets the criteria of being a religion	explain two symbolic actions at any rite of passage ceremony (state which religion and what the ceremony is)	Explain two differences in beliefs of actions between the Orthodox and Reform Jewish community	The 5 pillars of slam are to show respect to God, not to benefit people
12	Assessment feedback				

Lesson	Context/ title of lesson	Objective	Suggested learning activities including lesson outcome	Core Knowledge	Homework	Assessment opportunities
1	Introduction to Hinduism and belief about God	<p>Expectations in Year 8 RS</p> <p>Understand how the origins of Hinduism is different to other religions</p> <p>To be able to explain some Hindu beliefs about God</p>	<p>Do now 6 question review</p> <p>Comprehension task on diversity in Hinduism</p> <p>Application task identifying whether families are monotheistic, polytheistic or pantheistic</p> <p>Class discussion review</p>	<ul style="list-style-type: none"> Some Hindus believe in many gods, who are all part of the ultimate reality Brahman. These gods represent different qualities of Brahman. There is one God. This is Brahman. Brahman is in everything, everywhere, and always present. We cannot see, hear or touch Brahman. In Hinduism the three main forms (avatars) of Brahman (God) are Vishnu, Shiva and Brahma. This is the trimurti (3 gods). To many Hindus, the various gods and Goddesses represent different forms and aspects of the one God. Some Hindus are polytheist, worshipping many deities; a being with natural, supernatural or superhuman powers or qualities and are thought of as holy. 	<p>Students write two PEE paragraphs to answer the question: 'What do Hindus believe about God?'</p>	<p>Homework- PEE paragraphs</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>

2	Hindu Gods and Goddesses	To explore how human character traits are represented in deities	<p>Do now 6 question review</p> <p>Complete grid on gods and goddesses</p> <p>Group work</p> <p>Initial thoughts</p> <p>Identifying symbolism in images of gods and goddesses</p>	<ul style="list-style-type: none"> • Ganesh is the elephant-headed god. He is the god of wisdom and learning, as well as the remover of obstacles. • Hanuman is famous for helping Rama defeat the evil Ravana who had stolen Rama's wife Sita. Due to this he became the symbol and God for strength and energy. • Kali is regarded as a mother figure to Hindus. • Lakshmi is the goddess of wealth and purity. • Krishna is the God of love and joy and destroys all sin. • Shiva is one of the Trimurti and is the God of destruction. 	Learn Hinduism key terms	<p>Outline how three character traits are shown by what Hindu Gods/Goddesses hold/have in their pictures.</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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3	Hindu Gods and Goddesses	To explore how human character traits are represented in deities	<p>Do now 6 question review</p> <p>Key term test</p> <p>Complete grid started in previous lesson</p> <p>Plan D question for homework</p> <p>Mini debate on evaluation question</p>	See above (double lesson)	<ul style="list-style-type: none"> • Complete D question using plan completed in class. 	<p>“Shiva is the most important Hindu God”</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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4	Hindu Worship	<p>To understand the different forms of Hindu worship.</p> <p>To further develop an understanding of how Hindu beliefs impact on their daily life</p>	<p>Do now 6 question review</p> <p>Learn about 3 forms of Hindu worship through different- media (visual, audio and literary)</p>	<ul style="list-style-type: none"> • Puja is a ceremony or ritual during which we make offerings to a deity in order to receive blessings or good fortune. • The entire act of Puja is a symbolic means of showing devotion to a deity and surrendering oneself at the altar, as a mark of true worship • Kumbh Mela is a Hindu festival occurring once every 12 years in one of four sacred sites where bathing for purification of sin. • Two major groups that participate in the Kumbh Mela include the Sadhus (Hindu holy men) and pilgrims. • Meditation is another type of Hindu worship. It is a part of yoga, which deals with mental relaxation and concentration. • Attention is focused on thoughts and breath. Being aware of breathing automatically controls the thought process and thus relaxes mind completely. 	<ul style="list-style-type: none"> • Complete B question- B) <p>Explain the benefits of two forms of Hindu worship</p>	<p>Explain the benefits of two forms of Hindu worship</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p> <p>Outline three beliefs about Hindu worship</p>
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5	Diwali and Festivals	<p>To know what the Hindu festival of lights Diwali is</p> <p>To link Diwali festival to the Ramayana</p>	<p>Do now 6 question review</p> <p>Comprehension activity to learn about different festivals</p> <p>Watch clip on Hindu's practicing Diwali</p> <p>Make links with Hindu scripture</p> <p>Light over darkness- what might this mean for us?</p> <p>Oracy discussion questions</p>	<ul style="list-style-type: none"> • Diwali is the five-day festival of lights. • Diwali, which for some also coincides with harvest and new year celebrations, is a festival of new beginnings and the triumph of good over evil, and light over darkness. • It is believed that on this day Rama returned to his people after 14 years of exile during which he fought and won a battle against the demons and the demon king, Ravana. • Holi celebrates the arrival of spring after winter. It signifies the victory of good over evil and is celebrated as a day of spreading happiness and love. • It is celebrated by throwing coloured water and powder 	<p>ICT homework:</p> <ul style="list-style-type: none"> • Research the Hindu Festival 'Holi' and bring in 5 key facts about it. • Research Hindu beliefs about life after death using the following website: https://www.bbc.co.uk/bitesize/guides/zhxpr82/revision/1 	<p>Explain two reasons why Diwali is important to Hindus</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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6	Karma and Reincarnation	<p>Green pen corrections are likely in this lesson</p> <p>To be able to explain Hindu beliefs about soul and reincarnation</p> <p>To explain how these beliefs might affect how a Hindu lives their life.</p>	<p>Do now 6 question review</p> <p>Watch video clip on beliefs about life after death</p> <p>Comprehension activity</p> <p>SWOT analysis</p>	<ul style="list-style-type: none"> • Hindus believe that the soul passes through a cycle of successive lives (samsara) and its next incarnation is always dependent on how the previous life was lived (karma). • In a lifetime people build up karma, both good and bad, based on their actions within that lifetime. This karma affects their future lives and existences • Moksha is the end of the death and rebirth cycle and is classed as the fourth and ultimate goal. • The atman refers to the real self. It is often referred to as 'spirit' or 'soul'. • Dharma means 'duty' and it refers to the power which upholds the universe and society. 	<p>Complete green pen</p> <p>Complete B question</p>	<p>Explain two Hindu beliefs about reincarnation</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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7	Hindu texts	<p>To be able to link Hindu beliefs to scripture</p> <p>To be able to use Hindu text to explain key Hindu beliefs</p> <p>Identify the meanings of key sources of wisdom and authority</p>	<p>Do now 6 question review</p> <p>Comprehension activity</p> <p>Group work on meanings of SWAs</p>	<ul style="list-style-type: none"> • The Ramayana is an ancient Sanskrit poem which follows Prince Rama's quest to rescue his beloved wife Sita from the clutches of Ravana with the help of an army of monkeys. • This story is celebrated as a reminder that light will triumph over darkness as goodness will over evil. • This is usually celebrated during the festival of Diwali. • The Bhagavad Gita is a small section of a larger poem • It is set out as a conversation between Krishna and his closest follower – Arunja – just before a great battle was to begin. • Krishna's answers teach Hindu's about key ideas such as reincarnation and the true goal of life – to understand God. • This text teaches Hindus that their goal in life is to devote all actions to God. • Their aim is to become enlightened or at one with God. 	<p>Complete C question</p> <p>Revise for KO test</p>	<p>Explain two ways in which scripture can influence the life of a Hindu</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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8	Caste System	<p>To understand how the caste system in Hindu society works. Explore the similarities and differences between the Hindu caste system and Western society.</p>	<p>Do now 6 question review KO test Reading on caste system Video clip on caste system Higher ability- read article on whether the caste system is still functioning today Teacher explanation Oracy- discussion on equality in our society today. How does this compare? Argument sort- in preparation for D question D question- Evaluate whether the caste system is unfair.</p>	<ul style="list-style-type: none"> • The caste system divides Hindus into four main categories - Brahmins, Kshatriyas, Vaishyas and the Shudras. • Caste was determined by birth you are the same caste as your parents. • The caste system dictated what job you did, your friends, who you married and even where you went. • Brahmins – highest caste. Priests and scholars. Thought to be closer to God. • Kshatriyas- Second highest caste. Warriors and rulers • Vaishyas –the third highest caste. Traders and merchants. • Shudras – The lowest caste. Labourers and Servants. • Untouchables – No caste at all. Below the lowest caste. Cleaning toilets or dealing with dead bodies. The very menial jobs. 	<p>Complete D question planned in class</p>	<p>“The Caste System is unfair”</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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9	Hindu Mandir	<p>Explain how Hindu's worship in a Mandir</p> <p>Identify features in a Mandir to support with worship</p>	<p>Do now 6 question review</p> <p>Watch clip- Holy Cribs Mandir.</p> <p>Annotate Mandir floor plan</p> <p>A) Outline three features of a Mandir</p>	<ul style="list-style-type: none"> • A mandir is a Hindu temple • Mandirs are centres for the community and worship, with many murtis to pray. • At the heart of the temple there is a shrine to the chosen deity. • Each morning the priest adorns the shrine, with fresh flowers, fruit, incense and candles. • Hindus perform puja (daily worship) 3 times a day. • Many Hindus have weddings in a Mandir. • Mandapa is the main prayer hall of the temple, and it represents a body. 	<p>Homework: ICT: To create a leaflet on 'Visiting a Hindu Mandir'</p> <p>This should include what is found on a Mandir alongside rules and expectations for visiting a Mandir.</p> <p>Also- What you might see Hindus doing in a Mandir.</p>	<p>Outline three features of a Mandir</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
10	Revision	<p>Identify effective revision techniques</p> <p>Recap on how to answer all exam questions</p> <p>Revise tricky content from the unit in preparation for assessment</p>	<p>Do now 6 question review</p> <p>What is the best way to revise? Rank revision methods- and talk about effectiveness of retrieval practice</p> <p>Teacher to recap all exam question styles</p> <p>Students to complete revision grid on tricky content</p>		<p>Complete revision grid and revise for assessment</p> <p>Create own exam questions</p>	<p>N/A</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>

11	Assessment	n/a	See assessment schedule		Revise key terms for next unit- Buddhism	Complete assessment- A,B,C,D questions

Unit Title: Buddhism**Number of lessons: 12****Overview and aims:**

In this unit we will cover the beliefs and practices of Buddhists- in the East and West. This will include the practice of monks and lay Buddhists- including, worship, scripture, conversion, belief systems and origins of the faith. The unit will ultimately ask the question about whether Buddhism is a religion or not.

The aim of this unit is to ensure that students have an understanding of what Buddhists believe and how they practice their faith. They will have an opportunity to evaluate similarities and differences between Buddhist practices across the world, and consider what makes Buddhism different to other religions.

This unit links to prior learning because they have previously learned about the Hindu faith, so will have a good understanding of monotheism and polytheism. Buddhism is neither of these, so they will have an opportunity to learn another belief system that does not have a God. They can identify similarities and differences between the two.

This unit links prepares students for upcoming learning because they will continue to explore another Eastern religion- Sikhism.

Literacy Opportunities:		SMSC/ British Values:	Key words:
Lesson	Literacy		
1	Read biography on life of Buddha Life of Buddha comprehension task	Practice meditation as a class Students create their own words of wisdom as a class	Buddha/ Siddhartha Gautama, Middle Way, Dhukka,
2	Sources to read and analyse- Quotes on Eightfold Path	Consider what happiness means to different people How might meditation benefit everybody's wellbeing?	Enlightenment, Anicca, Anatta, Tripitaka, Samsara, Karma, Reincarnation,
3	Write essay question: "Since everything changes we can never be happy"-	Identify importance of being a part of a community What does it mean for me to take refuge?	Nirvana, Sangha, Samatha meditation , Vipassana meditation
4	Read and respond to newspaper article on the Sangha		
5	Skimming and scanning of text on three jewels of refuge		
6			
7			
8	SWAs on scripture lesson		
9			
10			
11			
12			

Assessment

Lesson	Lesson Title	A	B	C	D
1	Life of the Buddha	Outline three events from the life of the Buddha (3)			
2	Eightfold Path			Explain how The Eight Fold Path can lead to Enlightenment. In your answer refer to a source of wisdom or authority. (5)	
3	3 Universal Truths				"Since everything changes we can never be happy"
4	Sangha and Monastic Order		B) Explain two aspects of the life of a Buddhist Monk (4 marks)		
5	Becoming a Buddhist	Outline three items that are used when taking refuge	Explain why the Buddhist Sangha might be important to Buddhists		
6	Vihara	Outline three features of Buddhist worship (3)			
7	Meditation			Explain why meditation is important in Buddhism.	
8	Scripture			Explain how Buddhist scripture can influence the life of a Buddhist	
9	Buddhism in the West				"Buddhism is not a religion"

10	Revision				
11	Assessment	Outline three events of the Buddha's life	Explain two reasons the Sangha is important in Buddhism	Explain two reasons why the Fourth Noble Truth can help to reduce suffering.	"Every human should follow the principles of Buddhism."
		Outline three events at Diwali	Explain two Hindu teachings	Explain two ways that Puja is performed.	'The caste system is unfair'
12	Assessment feedback				

Lesson	Context/ title of lesson	Objective	Suggested learning activities including lesson outcome	Core Knowledge	Homework	Assessment opportunities
1	Life of the Buddha	<p>Understand the story of the Buddha</p> <p>Understand the four noble truths and their importance in Buddhism</p>	<p>Do now 6 question review</p> <p>Enquiry- read biography and write questions</p> <p>Watch video on life of the Buddha</p> <p>Read life of Buddha- comprehension task</p> <p>Complete worksheet on 4 noble truths</p>	<ul style="list-style-type: none"> Siddhartha Gautama is known as the Buddha. He was born into a royal family and for many years lived with in the palace away from the sufferings of life; sufferings such as sickness, age, and death. He did not know what they were. He realized that life involves suffering. He gave up his life as a prince, and set off to find out why people suffer. In Buddhism suffering is known as 'Dukkha'. According to Buddha means being bored, in pain and uncomfortable. Buddha said 'Dukkha' is everywhere, and no one can escape it. Rise above suffering by following the 4 noble truths. 1.) The First Noble Truth- All life involves suffering. Everyone must suffer. 2.) The Second Noble Truth- Suffering is caused by selfishness and by greed. For example, by fear, anger and jealousy. The Third Noble Truth: Our greed and selfishness can be 	<p>A question</p> <p>Research Eightfold Path</p>	<p>A question</p> <p>Comprehension questions</p> <p>Plenary questions</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>

stopped. Suffering will then stop and happiness can be achieved.

- The Fourth Noble Truth- To be free from craving you must follow the Middle Way.
- The Buddha taught we should live in between luxury and self-denial.

2	Eightfold Path	<p>To understand what enlightenment means.</p> <p>To be able to explain and evaluate whether The <u>Eight Fold Path</u> can lead to <u>Enlightenment</u></p>	<p>Do now 6 question review</p> <p>Starter: Recap four noble truths</p> <p>Watch video on Enlightenment</p> <p>Complete worksheet on Eightfold path and answer questions</p> <p>Complete table on three sources of wisdom and authority</p>	<ul style="list-style-type: none"> • The Eightfold Path is part of the fourth noble truth which is the path that leads to the end of suffering. • Buddha taught that the way to achieve enlightenment and to minimize human suffering was to live an ethical life. • The Eightfold Path consists of eight practices: right view, right resolve, right speech, right conduct, right livelihood, right effort, right mindfulness. 	<p>Explain how The Eight Fold Path can lead to Enlightenment. In your answer refer to a source of wisdom or authority. (5)</p>	<p>Explain how The Eight Fold Path can lead to Enlightenment. In your answer refer to a source of wisdom or authority. (5)</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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3	3 Universal Truths	<p>To know the Buddha's teachings on the 3 marks of existence. Evaluate the three marks of existence by completing a D question</p>	<p>Do now 6 question review Group task- read information and complete table Watch video on story of the mustard seed Answer questions on Buddhist fable Read and annotate SWA Discussion activity- do you agree with the quote? D question plan Complete D question "Since everything changes we can never be happy"</p>	<ul style="list-style-type: none"> • The Three Universal Truths: 1. Everything is impermanent and changing • 2. Impermanence leads to suffering, making life imperfect • 3. The self is not personal and unchanging. 	<p>Complete D question "Since everything changes we can never be happy"</p>	<p>Complete D question "Since everything changes we can never be happy" Answer questions around fable and SWAs Responsive teaching during discussions and written task (spotlighting) Teacher review using random and or differentiated questioning</p>
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4	Sangha and Monastic Order	<p>To understand what is meant by the Sangha and Monastic Order</p> <p>To identify what is required of a Buddhist Monk and Lay Buddhist</p>	<p>Do now 6 question review</p> <p>Identify key terms to use in lesson</p> <p>Paired reading task on monastic order and lay sangha</p> <p>Watch clip on 'a day in the life of a Buddhist monk'- and answer questions</p> <p>What is life like as a lay Buddhist? Watch video</p> <p>Answer B question</p>	<ul style="list-style-type: none"> • Sangha: 'community', refers to all members of the Buddhist community. • Monastic Order: Monks and nuns across the Buddhist world. The Monastic Sangha have kept Buddhist texts safe over the centuries and has interpreted and taught Buddhist philosophy. • Lay Sangha: Wider Buddhist community who are not monks or nuns • The monks and nuns of Buddhism who have chosen a life that focuses entirely on the Dhamma. • They live according to the rules of the order of monks or nuns they join. These rules are called the vinaya, meaning 'discipline'. 	<p>Write a diary entry for a day in the life of a Buddhist Monk.</p>	<p>B question: Explain two aspects of the life of a Buddhist Monk (4 marks)</p> <p>Plenary: respond to thought bubbles</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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5	Becoming a Buddhist	To understand what taking refuge means To understand how Buddhists take refuge and why it is important to them.	Do now 6 question review Define what is meant by refuge Skimming and scanning activity	<ul style="list-style-type: none"> • Refuge means shelter or protection from danger, trouble, e.g. to take refuge from a storm. • The ideals at the heart of Buddhism are collectively known as the 'Three Jewels' • When someone decides to take refuge in Buddhism, It is by making these three jewels the central principles of your life that you become a Buddhist. • The 3 refugees are: Buddha (the doctor), The Dharma (The medicine) and The Sangha (The community). 	Read and respond to newspaper article on the Buddhist Sangha	<p>Extension activity:</p> <p>a) Outline three items that are used in taking refuge</p> <p>B) Explain why the Buddhist Sangha might be important to Buddhists</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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6	Vihara	<p>To identify different features of Buddhist worship</p> <p>Explain the benefits of Buddhist worship to Buddhists</p>	<p>Do now 6 question review</p> <p>Identify key terms needed for the lesson</p> <p>Watch true tube video clip of tour around Vihara and annotate floor plan.</p> <p>In the table match the symbolic meaning with the feature of worship</p> <p>A) Outline three features of Buddhist worship (3)</p>	<ul style="list-style-type: none"> • Vihara is the Buddhist place of worship • Worship involves religious acts of praise, honour and devotion. Most Buddhists do not believe in God. • Although they respect and look up to the Buddha, they do not believe he was a god but they worship him as a form of respect. • Buddhist worship is called puja. It can take place at home or in a temple or vihara, either alone or with others. • Shrine Room: This is most important part of a vihara. People come to meditate before a shrine that contains a statue of the Buddha and to give offerings of flowers, candles, incense, fruit and rice. 	<p>Learn section of KO for KO test next lesson</p>	<p>Outline three features of Buddhist worship (3)</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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7	Meditation	<p>To understand the importance of mediation for Buddhists</p> <p>To explain the difference between Vipassana and Samatha meditation and evaluate the benefits of each.</p>	<p>Do now 6 question review</p> <p>KO TEST</p> <p>Watch video on what meditation is not</p> <p>Paired reading on 'Why do Buddhists meditate?' and 'How do Buddhists meditate?'</p> <p>Paired activity- create poster to teach partner on Vipassana and Samatha meditation</p> <p>Read article on mindfulness and independently answer questions. This will support work later in unit on whether Buddhism is a religion.</p> <p>Attempt mediation as a class</p>	<ul style="list-style-type: none"> • Buddhists follow the Buddha's example and practise meditation. • Meditation helps clear the mind so that negative thoughts of anger or hatred can be replaced with positive ones of loving-kindness and peace. • The purpose of meditation is to stop the mind rushing about in an aimless thought. • Samatha or calming meditation – this kind of meditation helps to calm the mind by focusing on one object, feeling or idea • vipassana or insight meditation – this kind of meditation helps to see the truth about reality and develop the wisdom that leads to enlightenment 	<p>C) Explain why meditation is important in Buddhism.</p>	<p>C) Explain why meditation is important in Buddhism.</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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8	Scripture	<p>To have knowledge of the Buddhist scriptures</p> <p>To interpret key messages from Buddhist SWAs</p>	<p>Do now 6 question review</p> <p>Recap holy books studied in previous religions looked at</p> <p>Read information on Tripitaka as a class-students then summarise in a paragraph</p> <p>Read through Buddha’s teachings- what does it mean, to what extent do I agree?</p> <p>Students create their own words of wisdom</p>	<ul style="list-style-type: none"> • The sacred book of Buddhism is called the Tripitaka (called Tipitaka in Pali) • It is also called the Pali Canon, after the language in which it was first written. • The ancient Indian language, Pali, is very close to the language that the Buddha himself spoke. • 500 years later Theravada Buddhist monks began to write the teachings down on dried palm leaves. • These contain important teachings and quotations which can advise and guide Buddhists on how they should live their lives. 	<p>C) Explain how Buddhist scripture can influence the life of a Buddhist (5)</p>	<p>Completed sheet on sources of wisdom and authority</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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<p>9</p>	<p>Buddhism in the West</p>	<p>To identify how Buddhism in the West is practiced and how this might differ to Buddhism in the East</p> <p>To consider the question about whether Buddhism is a religion if there is no deity.</p>	<p>Do now 6 question review</p> <p>Discuss what makes a religion</p> <p>Watch video clip on whether Buddhism is a religion or not- students to write down responses</p> <p>Complete reading on Buddhism in the West and Buddhism in the East- does this help to answer the question. Can Buddhism be considered a religion for some, but a lifestyle for others?</p> <p>Students to complete venn diagram</p> <p>Class discussion on the D question</p> <p>Students to complete D question plan</p> <p>Teacher to provide possible arguments</p>	<ul style="list-style-type: none"> • Buddhism first found its way into Britain in the 19th century through translations of scriptures from the various schools in different parts of the east. • A few temples and monasteries in Britain are almost exactly like the Buddhist temples in the east. • They do not chant, bow, or have much by way of Buddha-statues. • They rather stress the basic meditation techniques of mindfulness and awareness in daily life. 	<p>Complete D question <i>"Buddhism is not a religion"</i></p>	<p>Complete essay question:</p> <p><i>"Buddhism is not a religion"</i></p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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10	Revision	<p>Identify effective revision techniques</p> <p>Recap on how to answer all exam questions</p> <p>Revise tricky content from the unit in preparation for assessment</p>	<p>Do now 6 question review</p> <p>What is the best way to revise? talk about effectiveness of retrieval practice</p> <p>Teacher to recap all exam question styles</p> <p>Students to complete revision grid on tricky content</p>		<p>Complete revision grid and revise for assessment</p> <p>Create own exam questions</p>	<p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
11	Assessment	n/a	See assessment schedule			<p>Student work to be marked formatively and summatively. Feedback should be individual but whole class feedback can also be provided.</p>
12	Assessment feedback	<p>To improve examination to address content errors in this work and practice long term writing skills</p>	<p>Teacher to offer collective feedback to students on common errors.</p> <p>Also if relevant demonstrate how to evaluate on 12 mark question.</p> <p>Students to complete green pen this lesson and redraft any questions which are not full marks.</p>		<p>Revise key terms for next unit- Buddhism</p>	<p>Teacher to circulate throughout and mark green pen. Where possible indicate the increase in mark.</p>

Unit Title: Sikhism**Number of lessons: 12****Overview and aims:**

In this unit we will explore in this unit pupils will begin to understand the key concepts of the religion Sikhism. Pupils will learn about the 10 gurus and their timeline. In each lesson pupils learn more about these gurus, what they believed in or accomplished.

The aim of this unit is to ensure that students have an understanding of some of the key beliefs and practices of the Sikh faith. There will be a focus on key terms throughout this unit, pupils will be able to successfully use all Sikh terms by the end of this unit. Pupils will understand what Sikhs do to show their belief, but also why it is important that they do and the different ways they do this.

This unit links to prior learning because pupils will be able to see links to the previous religions and think of the similarities and differences between them. There are some important themes which also run throughout all of the religions.

This unit links/prepares students for upcoming learning because the next unit is on moral issues. In this unit (Sikhism) pupils will explore many important issues which will begin their exploration of ethical issues. Pupils will think about the wrongness and rightness of actions and begin to explore their own viewpoint and the reasons why they have these views. There will be lots of paired discussion and debates in this unit to facilitate this.

Literacy Opportunities:

Lesson	Literacy
1	Key word development Group sequencing activity
2	Reading task – extract key ideas/skim and scan
3	Reading sheet task - extract key ideas/skim and scan Literacy pyramid Test on understanding key words used.
4	Writing frame to support exam work
5	Scaffolded support for exam answer
6	Scaffolded support for homework examination question answer Key word analysis. Analysis of quotation
7	Focus on key Sikh terminology and being able to identify what they are.
8	Reading sheet – prioritising and identifying ideas
9	Reading task – extracting key ideas Introducing new key terms
10	Assessment: Understand description key terms

SMSC/ British Values:

Enabling students to distinguish between right and wrong

Developing tolerance and harmony and respecting difference

Accepting others of differing faiths and beliefs

Key words:

GURU, GURU NANAK, GURDWARA, MOOL MANTAR, MUKTI, KHALSA, GURU GRANTH SAHIB, LANGAR, KIRPAN, KANGHA, KARA, KACH, KESH, SEWA, SINGH, KAUR

Assessment

Lesson	Lesson Title	A	B	C	D
1	Origins of Sikhism and Guru Nanak				
2	Guru Tegh Bahadur				“Guru Tegh Bahadur was right to sacrifice himself for his beliefs.” (12 Marks)
3	Guru Gobind Singh and the Khalsa		B.) Explain two ways in which the Sikh Gurus have set an example for Sikhs. (4 marks)		
4	Guru Granth Sahib				Plan D question: “A book is better than a living leader.”
5	Oracy debate: Book or Leader?				Write D question: “A book is better than a living leader.”
6	Mool Mantar	Outline key beliefs about God in the Mool Mantar (3 marks)		C) Explain Sikh beliefs about God In your answer you must refer to a source of Wisdom and Authority.	
7	Gurdwara		B) Explain two ways in which equality is shown in the Gurdwara/ Langar Hall. OR B) Explain two ways in which respect is shown in the Gurdwara/Langar Hall.		
8	What is sewa and why is it important in Sikhism?				“All religious people can be considered Sikhs.”

					<p>“It is hard to follow Sikhism in the modern world.”</p> <p>“A Sikh must be prepared to fight for their religion.”</p>
9	Sikhism and peace			C.) Explain two reasons why Sikhs would believe in peace (5)	
10	Revision				
11	Assessment	Outline three features of a Gurdwara.	Explain two reasons why the Guru Granth Sahib is important to Sikhs	Explain two reasons why Sewa is performed in Sikhism.	“The Kirpan should be banned.”
		State the three parts of the Trimurti	Explain two beliefs about reincarnation found in the Bhavagad Gita	Explain 2 reasons why worship is essential to the life of a Hindu.	“The aim of all humans is enlightenment.”
12	Assessment Feedback				

Lesson	Context/ title of lesson	Objective	Suggested learning activities including lesson outcome	Core Knowledge	Homework	Assessment opportunities
1	Origins of Sikhism and Guru Nanak	To explore the origins of Sikhism	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Key words test. 3. Find out what life was like in 15th century 4. Draw spider diagram 5. Apply this information and answer these questions. 6. Introduction to Guru Nanak, look at 2 key quotes. 7. There will be a story at the front of the classroom. 1 person from each table at a time can come and have a look at it. 8. Pupils will then have 5 minutes to rewrite the story. 9. Watch the video and summarise Guru Nanak's revelation into 20 words 	<ul style="list-style-type: none"> • Sikhism was founded by a wise man called Guru Nanak. • Guru Nanak is considered the first Sikh Guru. • Sikhism is still based on his teachings and those of the nine Sikh Gurus who followed him. • Guru Nanak was born in the Punjab and was not happy with the way many people in Indian society were treated. • He strongly believed in equality. • There are many examples throughout Nanaks life of him being different and special. He had a special relationship with God. • He was called a Guru which means teacher. 	Read the information sheet and create a Facebook profile page for Guru Tegh Bahadur.	Verbal assessment made throughout the lesson.

<p>2</p>	<p>Guru Tegh Bahadur</p>	<p>Identify what sacrifice and martyr mean and describe what happened to Guru Tegh Bahadur.</p> <p>Analyse whether people should always stand up for others and interpret the need for standing up for people today.</p>	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Do Now: Examples of people who have stood up for themselves. 3. Guru Timeline. 4. Ask pupils how do you think Guru Tegh Bahadur stood up for what he believed in? 5. Pupils need to find out what happened to Guru Tegh. Sort the story into the correct order. 6. Pupils will work on their oracy, evaluation and critical discussion skills: "Guru Tegh Bahadur was right to sacrifice himself for his beliefs." 7. Plenary activity: Protect people's rights and. 	<ul style="list-style-type: none"> • Born in Amritsar, Guru Tegh Bahadur was the ninth of the ten Gurus who founded Sikhism. • He's honoured and remembered as the man who championed the rights for all religious freedom. • Guru Tegh is well known for sacrificing his life to protect the Sikh people and people of other faiths. 	<p>Complete the PLAN for a D question:</p> <p>"Guru Tegh Bahadur was right to sacrifice himself for his beliefs." (12 Marks)</p> <p>'A target I am aiming to achieve is...'</p> <p>How?</p> <p>Use information from today's lesson</p> <p>Use correct structure</p> <p>Look back at previous targets</p>	<p>Verbal assessment made throughout the lesson.</p> <p>Opportunity for evaluation skills during opinions line task.</p> <p>D question for homework.</p>
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3	Guru Gobind Singh and the Khalsa	To explore how people becoming initiated into a religion	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Small introduction to Guru Gobind Singh. 3. Pupils use the literacy pyramid to include key words in answer. 4. Watch video on how Guru Gobind Singh created the Khalsa. 5. Pupils need to find out more about the 5ks. Pupils should use the clues to match to the 5k. 6. Go through answers. Check pupils understanding of these terms. 7. Plenary: Watch real life video of Baljit and his experiences being part of the Khalsa. 	<ul style="list-style-type: none"> • Guru Gobind Singh was the 10th and final human Guru • He became Guru at the age of 9 after his father Guru Tegh Bahadur was beheaded • In 1699 he created the Khalsa (Pure), a community of the faithful who wore visible symbols of their faith and trained as warriors. • Today the Khalsa comprises all practising Sikhs. • A special ceremony called taking Amrit is the way to become Khalsa Sikhs. • Amrit is made from sugar water stirred with a sword. It is blessed and sprinkled on the hair and eyes. • Wearing the Five Ks is how many Sikhs show their commitment. • Kesh (uncut hair) • Kara (a steel bracelet) • Kanga (a wooden comb) • Kaccha - also spelt, Kachh, Kachera (cotton underwear) • Kirpan (steel sword) 	<p>B.) Explain two ways in which the Sikh Gurus have set an example for Sikhs. (4 marks)</p> <p>How?</p> <p>Paragraph 1: P: Choose a Guru and explain something they did in their life. D: Explain how this sets a good example for Sikhs (e.g. how does it encourage them to act etc</p> <p>Paragraph 2: P: Choose a DIFFERENT Guru and explain something they did in their life D: Explain how this sets a good example for Sikhs (e.g. how does it encourage them to act etc</p>	<p>B Question-Explanation Verbal Assessment throughout the lesson</p>
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4	Guru Granth Sahib	To explore methods of showing respect for sacred objects and concepts.	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Peer assessment of B question 3. Challenge. 4. Information about the Guru Granth Sahib. Top sets may want to make notes on this. 5. How do Sikhs show respect to the GGS. 6. Plan 12-mark question: "A book is better than a living leader." Sort statements into which agree with the statement. 7. Plenary: Oracy check- What have pupils learnt throughout the lesson. 	<ul style="list-style-type: none"> • Guru Gobind Singh, the last of the living Gurus' died in 1708. • He decided that rather than appoint a human successor, he would leave the Sikh community to be guided by the writings and teachings of all the Gurus in written form. • The book is now treated in exactly the same way as a human leader would be. • Most of the content are hymns written by the 10 gurus. • Each section starts with the 'Mool Mantra' which sums up the central beliefs of Sikhs. • This summary book is called the Adi Granth. • To Sikhs, it is more than just a book. It represents the actual word of God and is considered to be the modern-day equivalent of the living Guru. • It plays a central role in many areas of a Sikh's life. 	Complete the multiple choice and short answer question sheet.	Peer assessment of examination questions Self-assessment of questions. Plan D question: "A book is better than a living leader."
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5	Oracy debate: Book or Leader?	To learn how to successfully debate, including opening statements and rebuttals.	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice. 2. Ground rules 3. Think, pair, share on GGS from last lesson. 4. Debate preparation. Split class in half. Points to think about. 5. Structure opening statement. Guidance on board. 5 minutes to write in pairs. 6. Hear opening statements 7. Structure the rebuttal. Guidance on board. 5 minutes to write in pairs. 8. Hear rebuttals. 9. Using these- now have a debate. 10. Encourage pupils to make notes. Write sentence starters. 11. Reflection 		Using your plan from last lesson and information you learn from today's lesson. Complete this D question: "A book is better than a living leader." (12 marks) You must look at both sides of the argument in your answer.	Pupils will be able to complete writing a D question from this lesson.
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6	Mool Mantar	To explore beliefs about God in Sikhism	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Check last week’s homework- peer assessment 3. 6 beliefs about God – sort statements into most important about God and least important. 4. Read in silence. Highlight: Words you do not understand. Any questions you have and Sikh Words 5. Look through text and highlighting with partner. 6. As a group use dictionar.com to go through key words not understood. 7. Answer questions. 8. Answer A question on the Mul Mantar. 	<ul style="list-style-type: none"> • ‘Mool Mantra’ means ‘main chant’ • It is found in the Sikh holy book, the Guru Granth Sahib, and is considered to be the most important belief of Sikhism • This is the verse that all beginners to Sikhism should learn and repeat. • ONE God: Mool Mantar says God is the highest power in the universe. • Mool Mantar says God is IMMANENT means “near” or “within”. This means God exists in all things. • God is not affected by time like we are. This means he does not age, he has always been and will always be. • God created everything. 	<p>C) Explain Sikh beliefs about God</p> <p>In your answer you must refer to a source of Wisdom and Authority.</p> <p>‘A target I am aiming to achieve in this answer is...’</p> <p>Complete this C question using the Mool Mantar from todays lesson</p> <p>How?</p> <p>Use correct structure</p> <p>Use source of authority: Mool Mantar</p>	<p>C Question homework assessment.</p> <p>A Question completed in the lesson.</p> <p>Peer Assessment of homework.</p> <p>Verbal assessment on key terms.</p>
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7	Gurdwara	<p>To describe and explain the key features of the Gurdwara</p> <p>To understand how Sikhs, show respect and equality in the Gurdwara</p>	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Do Now- Different ways of showing respect. 3. Definition of Gurdwara. 4. Watch video on Gurdwara. Answer questions. 5. Look at image. Find examples of equality and respect. 6. Organise statements into columns. 7. Look at B question. Go through structure. 8. Plenary: Match pictures to key words. 	<ul style="list-style-type: none"> • A Gurdwara is the place where Sikhs come together for congregational worship. • The literal meaning of the Punjabi word Gurdwara is 'the residence of the Guru', or 'the door that leads to the Guru'. • In a modern Gurdwara, the Guru is not a person but the book of Sikh scriptures called the Guru Granth Sahib. • Any building which contains the Guru Granth Sahib, the Sikh holy book, can become a gurdwara. • A gurdwara can be identified by the flag flying outside it. Nishan Sahib • A gurdwara is a place of assembly and worship for Sikhs. • Sikhs strongly believe in equality. In the Gurdwara the importance of equality is shown throughout. • Langar is the food hall. Sikhs are encouraged to sit on the floor to show equality, share their food and eat vegetarian food. 	<p>B) Explain two ways in which equality is shown in the Gurdwara/ Langar Hall.</p> <p>OR</p> <p>B) Explain two ways in which respect is shown in the Gurdwara/Langar Hall.</p> <p>How?:</p> <p>Development/Explanation sentence:</p> <p>This shows respect/equality because...</p>	<p>B Question homework task</p> <p>Verbal assessment throughout the lesson.</p> <p>Focus on new key terms throughout the lesson.</p>
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8	<p>What is sewa and why is it important in Sikhism?</p>	<p>To be able to explain how Sikhs demonstrate sewa in their everyday lives.</p> <p>To understand why Sewa is essential to the life of a Sikh.</p> <p>To evaluate if all acts of sewa can truly be selfless.</p>	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Introduction to sewa 3. Different types of sewa 4. Complete sewa task sheet 5. Why is Sewa performed- key terms 6. D question practice. Groups of 4, write plans and debate a D question. 7. Thinking point: How could the pupils perform more selfless good deeds. 	<ul style="list-style-type: none"> • Sewa or service to the community is essential to the life of a Sikh. • Sikhs should be prepared to become a self-less individual and give up some of their time and energy to help others. • Many Sikhs perform much of their sewa by helping at the gurdwara, including cleaning, washing dishes or serving in the langar. • There are 3 types of sewa. Tan: physical service, e.g., working in the langar and helping to look after the gurdwara. • Man: mental service, e.g., studying the Guru Granth Sahib Ji and teaching it to others. • Dhan: material service to other people, e.g., giving money to charities or giving time to help people who are in need. • Sikhs perform this as they want to achieve Mukti which is spiritual liberation. Sikhs want to be gurmukh God like not murmukh which means human like. Sewa helps Sikhs to achieve this. 	<p>Choose one of the statements from the D question task. Answer this D question.</p> <p>How?</p> <p>Use D question structure</p> <p>Look at both sides of the argument.</p> <p>Use key words</p> <p>Clear conclusion</p>	<p>Evaluation skills used in D assessment</p> <p>Verbal assessment throughout the lesson</p> <p>Pupils work together to self-assess each other's work.</p>
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9	Sikhism and peace	<p>To understand what Sikhs, believe about the concept of peace.</p> <p>To evaluate Sikhs views on warfare and if peace can be achieved through this.</p>	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Good images. Guess the word. 3. Meaning of key word peace. 4. Past knowledge of Sikhism- What would Sikhs think about concept of peace. 5. Compare quotations from 2 gurus. Explain reason for this. 6. Sort statements into which would support Sikhs going to war/those who would be against it. 7. Opinions line- What would Sikhs think about this. 8. C question. Ensure pupils know how to write this. Write C question. Timed. 	<ul style="list-style-type: none"> • Sikhs believe in peace; however, they do believe when religious freedom or human rights are being restricted warfare may be the only solution. • They believe this may be the only way to bring about peace. • However other Sikhs disagree with this and believe warfare should be avoided at all times. • From the time of the 5th guru, Arjan Dev, Sikhism became increasingly militant, but only in response to oppression and attempts to suppress the faith. • The 6th guru, Guru Har Gobind, thought that military action would sometimes be needed to promote the cause of justice and protect the innocent from attack • Guru Nanak was a pacifist. He disagreed with warfare and violence in all circumstances. 	<p>Next week will be your assessment on Sikhism. You must get prepared to do your assessment.</p> <p>How? Ensure you have learnt all of your key words Learn the examination structure (and look through past questions). Use your KO to ensure you know all of the Sikhism unit Ensure you know at least 3 SWA's</p>	<p>Verbal assessment throughout the lesson C question assessment. Peer assessment</p>
10	Revision	<p>To assess knowledge and understanding from this unit of work</p> <p>To reflect on previous targets to improve exam performance</p>	<ol style="list-style-type: none"> 1. Complete assessment 			

11	Assessment	n/a	See assessment schedule		Revise key terms for next unit	Student work to be marked formatively and summatively. Feedback should be individual but whole class feedback can also be provided.
12	Assessment feedback	To improve examination to address content errors in this work and practice long term writing skills	Teacher to offer collective feedback to students on common errors. Also if relevant demonstrate how to evaluate on 12 mark question. Students to complete green pen this lesson and redraft any questions which are not full marks.		1. Re-write your weakest question in green pen 2. Complete all Book Corrections How? The structure Your use of opinion Your use of religious evidence	Teacher to circulate throughout and mark green pen. Where possible indicate the increase in mark.

Unit Title: Moral Issues 1**Number of lessons: 10****Overview and aims:**

In this unit we will explore this unit will explore moral issues. It will begin by getting pupils to think about what moral decisions are and the way they are made. The unit will then look at a range of controversial moral issues. Throughout each lesson pupils will be encouraged to explore their own thoughts and feelings of this unit. We will be looking at laws surrounding these, and religious and non-religious views.

The aim of this unit is to allow pupils to explore their own understanding of some of the most controversial issues in the UK. It is important that pupils know what these issues are and are able to articulate their thoughts and feelings of them. It is important pupils begin to look at these issues and can use evaluation skills before beginning their GCSE RS in year 9.

This unit links to prior learning because it should allow pupils use to use important religious discourse they have learnt in the other units and apply it to these important moral issues. They should also have more of an awareness that people have different viewpoints and the reasons why they feel this way.

Literacy Opportunities:		SMSC/ British Values:	Key words:
lesson	Literacy		
1	Key word development	Enabling students to distinguish between right and wrong and the different ways individuals make these decisions.	Morality, Moral Dilemma, Source of Authority, Absolute, Relative, Bible, Church, Conscience, Situation Ethics, Golden Rule, abortion, pro-life, pro-choice, euthanasia, animal rights, animal experimentation, capital punishment, death penalty, reconciliation, freedom, free will, civil rights, laws, justice.
2	Reading task – extract key ideas/skim and scan		
3	Key word of analysis of euthanasia. Peer assessment- including SPAG.	Introduce pupils to a number of controversial issues, and develop and explore how they feel about this.	
4	Writing frame to support exam work Sentence starters	Introduce to laws and views of the UK and how religions agree and disagree with these.	
5	Scaffolded support for exam answer		
6	Analysis of quotation Focus on examination question. Break down what is needed in D question. Focus on Key terms used.	Developing tolerance and harmony and respecting difference	
7	Focus on key words. Analysing key quotations (taking apart).	Accepting others of differing faiths and beliefs	
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Assessment

Lesson	Lesson Title	A	B	C	D
1	Decision Making			C.) Explain two ways a Christian could make a moral decision. In your answer you should refer to a source of wisdom and Authority.	
2	Issues of Life and Death: Abortion				“Abortion should not be allowed” Evaluate this statement considering arguments for and against. In your response you should: • refer to different points of view • reach a justified conclusion. (15)
3	Issues of Life and Death: Euthanasia	a.) Outline 3 reasons why Christians are against euthanasia (3 marks)			
4	Life and Death Case studies		B.) Question created by class		
5	Human Rights		B.) Explain 2 reasons why Human rights are important. (4 marks)		

6	Animal Rights				D.) "Experimenting on animals is wrong because it is cruel" Evaluate this statement.
7	Capital punishment	a.) Outline 3 reasons people would not agree with the death penalty. (3)			
8	Revision				
9	Assessment	Outline 3 teachings why Christians are against abortion	Explain two ways religious people make moral decisions	Explain two reasons Christians support euthanasia	Death Penalty should be brought back to the UK
		Outline the 3 universal truths	Explain two reasons why the eightfold path is essential to the life of a Buddhist.	Explain how The Eight Fold Path can lead to Enlightenment.	"Only members of the Khalsa are real Sikhs."
10	Assessment feedback				

Lesson	Context/ title of lesson	Objective	Suggested learning activities including lesson outcome	Core Knowledge	Homework	Assessment opportunities
1	Decision Making	To explore the ways, we make moral decisions. To know the different ways a Christian could make a moral decision.	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Questions on making moral decisions 3. Definition of moral dilemma. 4. Example of a moral dilemma(shoplifting) 5. Different ways people make moral decisions 6. Introduction to Sarah Pierce example. 7. How do we make moral decisions? Bring in Christian viewpoint. 8. Look at worksheet and fill in worksheet on what Christian methods Sarah could use (SWA included) 9. Best/worst methods 10. What happened to Sarah. 	<ul style="list-style-type: none"> • Moral choice is committing to act for what one believes is right and good. • Absolute morality (always right or wrong) a situation where the action is right or wrong. E.g. Killing is always wrong. • Relative morality (sometimes right or wrong) We have to weigh up what is right or wrong in the circumstances. • Some people make moral decisions using their conscience- a person's moral sense of right and wrong, viewed as acting as a guide to one's behaviour. • Some people make moral decisions by using situation ethics. This means doing the most loving thing. 	<p>C.) Explain two ways a Christian could make a moral decision. In your answer you should refer to a source of wisdom and Authority.</p> <p>How to do this: Use SWA from today's lesson Point- SWA- Development Point- Development Look back at past C questions</p>	<p>C Question Verbal assessment throughout the lesson- oracy debate on what Sarah should do.</p>

2	Issues of Life and Death: Abortion	<p>To be able to describe and explain the issue of abortion.</p> <p>To understand why abortion is a controversial issue.</p> <p>To know the terms pro-life and pro-choice.</p>	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Discuss options if you find yourself pregnant. 3. Define abortion. 4. Law of abortion- reasons why someone wants an abortion. 5. Look at 4 images- discuss reasons why these 4 individuals would want an abortion. 6. Place images on opinions line- which persons reasons do they most agree and disagree with. Class discussion. 7. Introduce pro-life and pro-choice. 8. Diamond 9 sheet. Sort statements into pro-life and pro-choice. Then sort into which they feel are the most important (skills needed for D question). 9. Plenary- example of woman- what do they think. 	<ul style="list-style-type: none"> • Abortion: The removal of foetus from the womb before it can survive • Abortion is the removal of the foetus before 24 weeks. It immediately stops the pregnancy. • Abortion is allowed in the UK. Two doctors must agree the abortion can happen. • Abortion can only take place: <ul style="list-style-type: none"> • - the mother's life is at risk; • - the mother's physical or mental health is at risk; • - the child is likely to be born severely handicapped: <ul style="list-style-type: none"> • there would be a serious effect on other children in the family. • Pro-life is a term used to indicate opposition to abortion, and support for foetal rights. • Pro-choice is a term used to indicate support of the belief that women should have access to abortions. • 'Though shall not kill' • 'Jesus said, 'The second most important commandment is this: Love your neighbour as you love yourself.' 	<p>Answer D question: "Abortion should not be allowed"</p> <p>Evaluate this statement considering arguments for and against. In your response you should:</p> <ul style="list-style-type: none"> • refer to different points of view • reach a justified conclusion. <p>(15)</p> <p>How?</p> <p>Use arguments from today's lesson</p> <p>Use D question structure</p>	<p>Class discussion on who should have an abortion and why.</p> <p>D question assessment on whether abortion should be allowed.</p>
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<p>3</p>	<p>Issues of Life and Death: Euthanasia</p>	<p>To consider arguments for and against euthanasia To be able to outline different Christian attitudes towards euthanasia</p>	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Self-assessment of D question homework from last lesson. 3. Situation- putting down a dog. Ill human? 4. Introduction to euthanasia. Key word analysis. 5. Euthanasia not allowed in the UK- Very controversial. 6. Example of Diane Pretty. 7. Reason why controversial- some people want it to be legal, others remain illegal. 8. Sort statements. 9. Euthanasia- controversial for Christians. Check pupils understanding of denominations. 10. Sort statements/ swa's to each religious denomination. 11. Plenary- A Question. 	<ul style="list-style-type: none"> • Euthanasia: The painless killing of someone dying from a painful disease. • Euthanasia has never been allowed in the UK. • To kill another person deliberately is murder or manslaughter, even if the other person asks you to kill them. • It is allowed in Luxemburg, Belgium and Switzerland. • It is a very controversial issue as some people want it to be legal in the UK. • Many people say it is a basic human right to have control over ending your life. • There is also a problem whether the disease is terminal. A cure may be found for the disease, or the patient may go into remission. • All Christians agree that euthanasia is wrong as life is given by God, and only God can take life. • As human life is a gift from God it is the duty of Christians to preserve and improve life. • 'Whoever sheds the blood of man, by man shall his blood be shed, for God made man in his own image.' • 'Be not overly wicked, neither be a fool. Why should you die before your time' 	<p>Find your own example of Life and Death case study.</p>	<p>Self-assessment of D question. Highlight key parts of structure. A question. Verbal assessment through the lesson- push pupils to explain their reasons for their viewpoint.</p>
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4	<p>Life and Death Case studies</p>	<p>To understand the what life and death case studies are. To analyse Christian quotations.</p>	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Pupils need to share their examples of life and death case studies (peer assessment). 3. Share case studies with the class. 4. Choose one case study (most controversial/case which pupils are most interested in). 5. Using quotes, key words and skills learnt in previous 2 lessons ask pupils to decide. Who would support this case and why? Who would be against this view and why? What religious people think about this case? 6. Share some Christian viewpoints. How do these apply to matters of life and death? 7. Create an B examination question based on this lesson. Give to partner and answer. 		<p>Answer B examination question created by partner.</p>	<p>Verbal assessment throughout the lesson. B question assessment</p>
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5	Human Rights	<p>-Understand what human rights are and some examples of our rights.</p> <p>-Understand the important human rights and why we have them.</p> <p>-Evaluate whether all people should be allowed human rights.</p>	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Look at images. What have these individuals lost? 3. Lost their rights. Introduction to human rights. 4. Give a human right to each member of the class. Answer 3 questions. Feedback. 5. Who do human rights protect? Look at examples of 4 people and 4 human rights. How would these human rights help these people. 6. Focus on one human right- 'every child is born free and equal' Discuss reasons both for and against. 	<ul style="list-style-type: none"> • Human rights are the idea that everyone should have rights. • These rights are universal for everyone, no matter race, religion, nationality, sex or disability. • Human rights also guarantee people the means necessary to satisfy their basic needs, such as food, housing, and education, so they can take full advantage of all opportunities. • By guaranteeing life, liberty, equality, and security, human rights protect people against abuse by those who are more powerful. • 'here is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus.' • 'So God created man in his own image, in the image of God he created him; male and female he created them.' 	<p>B.) Explain 2 reasons why Human rights are important. (4 marks)</p> <p>How?</p> <p>Use information from today's lesson.</p> <p>Use 2 developed points.</p> <p>Use key word language</p>	<p>B question homework.</p> <p>Discussion, debate and evaluation assessment skills used in plenary.</p>
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6	Animal Rights	Evaluate arguments for and against animal experimentation. Find out different viewpoints including Christian, Hindu and Non-religious views. Apply content to a 12-mark question	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Do now- scenario (dogs' experimentation) opinions line. 3. What do we use animals for (pictures for discussion) 4. Focus on animal experimentation. Question what this is. 5. Sort statements into why we should experiment on animals and why we should not. 6. Sort statements into different religions viewpoints. 7. Peer assessment- go through correct answers. 8. Evaluate statements- most agree/ disagree with. 9. Look at D question (Go through D question structure). 10. Plan D question- main 3 parts. (3 groups) Share answers. 11. Plenary: Go back to statement from do now. Have the pupil's opinions changed? 	<ul style="list-style-type: none"> • Scientists use animals to test new products such as cosmetics, medicines and food, to make sure they are safe for human use. • A range of animals are used to test products such as apes, dogs, mice and rats. • Testing animals for cosmetics is now illegal in the UK, but animals are still used to test drugs before they are given to humans. • These tests are sometimes painful and can result in the deaths of many animals. • Many people oppose animal experimentation as it can inflict extreme pain on the animal • Some people believe that animals do not have a soul and therefore cannot have a relationship with God. • Millions of animals are killed each year for food each year, experimentation is no different. • 'If there were nobody who ate meat there would then be nobody who kills living creatures' • "Let us make man in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth.' 	Write the D question we have planned in today's lesson: D.) "Experimenting on animals is wrong because it is cruel" Evaluate this statement. How? Use the plan we have written in today's lesson. Use the D question structure. Look back at past D questions and focus on targets.	Verbal assessment- opinions line. Discussion- The use of animals. Peer assessment. D question assessment.
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7	Capital punishment	<p>-Identify different Christian attitudes towards the Death Penalty</p> <p>-Analyse non-religious and religious attitudes towards the use of Capital Punishment</p> <p>-Evaluate the Death Penalty</p>	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Facts and figures (keeping prisoner in jail). 3. Define Capital punishment. Examples of CP. 4. Example of last person killed Ruth Ellis. 5. Countries who use CP. Who does it the most? 6. Watch video. Listen to different viewpoints. Opinions line. 7. Are things going to change? Headlines from UK papers. 8. Statement from the paper 'The UK wants to reintroduce the death penalty'. Pupils will sort statements into for, against or religious views. 9. See is viewpoint has changed. 10. Plenary- A question. 	<ul style="list-style-type: none"> • Capital Punishment is punishment which takes away the criminal's life. • This process is called execution or the Death penalty. • Capital Punishment was stopped in the UK in 1969. However, it still continues around the world today. • China executes more people, than the rest of the world put together. • In the USA, more murders take place in states where capital punishment is allowed. • The death penalty goes against our most basic human right – the right to life • What if someone is killed who is actually innocent? • 'If anyone slaps you on the right cheek, turn to them the other cheek also.' • 'Whoever sheds the blood of man, by man shall his blood be shed' • 'An eye for an eye' 	<p>Revise for next week's assessment on moral issues.</p>	<p>Verbal assessment- opinions line. A question.</p>
8	Revision					

9	Assessment	n/a	See assessment schedule			Student work to be marked formatively and summatively. Feedback should be individual but whole class feedback can also be provided.
10	Assessment feedback	To improve examination to address content errors in this work and practice long term writing skills	Teacher to offer collective feedback to students on common errors. Also if relevant demonstrate how to evaluate on 12 mark question. Students to complete green pen this lesson and redraft any questions which are not full marks.		1. Re-write your weakest question in green pen 2. Complete all Book Corrections How? The structure Your use of opinion Your use of religious evidence	Teacher to circulate throughout and mark in green pen. Where possible indicate the increase in mark.

Unit Title: Post Holocaust Theology**Number of lessons: 12****Overview and aims:**

Please note the full scheme of work in terms of detailed lesson break down has not yet been written as a new colleague (NCB) joining MCA will be responsible for this scheme of work given her specialism and experience having worked for several years in a Jewish school. Please therefore see the overview and aims, rough lesson break down with some suggestions and suggested assessment cycles. The lesson by lesson break downs and resourcing will be completed in September when NCB joins us permanently.

In this unit we will cover what it means to be Jewish and how Judaism is considered as both a religion and a race. We will then consider why Jews were targeted and victimised during the Holocaust but rather than focus on the historical side of this in Germany consider why throughout history the Jewish people have been scapegoated and in part this is due to being in the diaspora, and disparate people and the uniqueness of the culture and tradition exacerbates their differences to the mainstream of the country they reside in. We will then turn to considering the different responses to the Holocaust from different scholars with the aim of allowing students to come to their own conclusions about how and why different people responded so divergently to the tragedy. We will finish the unit by looking at how and why the event is memorialised and ensure students reflect on the importance of remembering such events.

The aim of this unit is to give students a different perspective on the Holocaust and the victims of the event. Students regularly study in History and perhaps in English through literature the events of the Holocaust and what life was like under those circumstances but rarely are students exposed to or challenged to think about what happened afterwards to the people who survived and how it changed their faith and their community. We consider frequently how suffering poses challenges for religious people and the nature of God and this allows a much more in-depth consideration of scholarly responses. Another aim of this unit is to afford students the opportunity to see that there are any correct responses to tragedy and suffering and ways to deal with difficult situations which will allow them to reflect on other events globally, nationally and within their own experience.

This unit links to prior learning because students have covered in year 7 the basic tenets of Judaism, many of which are relevant and revisited in this unit. For example they have learned about the 613 mitzvot within Judaism and then one scholar responds by arguing that there is now 614th mitzvot. The knowledge from this year 7 Judaism unit is essential as it means students understand the traditions and rituals of the religion and what it means to be Jewish which changed for many people irrevocably due to the Holocaust. This unit also links to the year 7 rites of passage unit where students learn about the responsibilities of Jews and the sacrifices they have to make for their religion – this sets a scene and essential back drop for some of the scholarly responses. Furthermore the rites of passage unit considers whether religion ought to be a choice made at birth or through choice when a person is older – as we consider in this unit whether Judaism is a religion or a race and that people were persecuted for their religion in this case we consider whether religion is a choice that you make, or other people within society make for you irrespective of your personal wishes.

This unit links prepares students for upcoming learning because at GCSE students have to consider divergent views to moral issues and this unit sets the scene for that and allows students to see the diversity of responses within a religion. At GCSE students also have to consider the problem of evil and we will be able to use this as an in depth case study to demonstrate how events lead people to feel that evil, God's omnipotence and omni-benevolence are irreconcilable.

Literacy Opportunities:

Lesson	Literacy
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SMSC/ British Values:

A lesson by lesson break down of this evidence will be completed in due course however it is worth noting that this unit meets multiple SMSC and BV criteria. Promoting understanding of different faiths, tolerance and responses to suffering.

Key words: Shoah, Holocaust, hester panim, Yad Vashem

Assessment

Lesson	Lesson Title	A	B	C	D
1	What does it mean to be Jewish? Race or religion?				
2	Why were Jews persecuted during the Holocaust?		Explain two reasons Jewish people have been persecuted throughout history (4)		
3	Why does the Holocaust present a challenge to faith?				
4	Fackenheim's response			Explain two problems with Fackenheim's response to the Holocaust (5)	
5	Wiesel's response				
6	Rubenstein's response				
7	Berkowitz's response		Explain two scholarly responses to the Holocaust (4)		
8	Practical responses to the Holocaust	Outline three scholarly responses to the Holocaust (3)			"God died in Auschwitz" (12 marks)
9	Yad Vashem – how and why is the Holocaust remembered?				"It is right to remember the Holocaust"
10	Revision				

11	Assessment	outline three reasons the Holocaust presented a challenge to Jewish faith	Explain two ways the Holocaust is commemorated at Yad Vashem	Explain one scholarly response to the Holocaust and identify one problem some people may have with the response	"There is no correct response to the Holocaust - Jews can respond however they want"
		State three Gurus in Sikhism.	Explain two ways the oneness of all humans is shown in Sikhism	Explain two reasons why Sewa is performed in Sikhism.	"All moral decisions should be based on the consequence"
12	Assessment feedback				

Lesson	Context/ title of lesson	Objective	Suggested learning activities including lesson outcome	Core Knowledge	Homework	Assessment opportunities
1	What does it mean to be Jewish? Race or religion?	To explore whether religion is by birth or choice	This lesson will consider why Judaism is sometimes considered a race and what the implications of that are. We will look at case studies of modern secular Jews and discuss why this is interesting and different to membership of most other religions.	<ul style="list-style-type: none"> • Judaism is considered a religion as it meets the criteria of a religion (link to place and time unit) • Judaism is considered a race because people are born into the religion and it is passed maternally • Some Jews believe you cannot convert to Judaism because it is a race • Modern secular Jews may not follow religious rules but are considered Jewish as it is believed to be a race 		

<p>2</p>	<p>Why were Jews persecuted during the Holocaust?</p>	<p>To explore how historical circumstances affect the treatment of minority groups</p>	<p>This lesson will focus on not only the reasons Jews were persecuted during the Holocaust in Germany but why throughout history they have been persecuted. The focus will be on that they are perhaps vulnerable as a disparate people without a homeland for safety and also that their customs and traditions set them apart often from the mainstream of society which means they are more likely to be victimised or targeted.</p> <p>Explain two reasons Jewish people have been persecuted throughout history (4)</p>	<ul style="list-style-type: none"> • Jews historically live in a diaspora and have not had a homeland which means they have been an easy ‘target’ for persecution as they have nowhere else to go • Traditional Jewish way of life is very distinctive (dress, rituals etc) which makes them a target for prejudice • Judaism is quite a separatist religion (often living in close communities) which can cause division through lack of integration • During the Holocaust Jews were persecuted as propaganda portrayed them as less than human • The Jews were a wealthy community in Germany and were blamed by the working class for their lack of money 	<p>Students to conduct research and answer a series of factual questions about what happened to Jews during the Holocaust.</p>	
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3	Why does the Holocaust present a challenge to faith?	To explore why suffering causes problems for the nature of God and to the faith and identity of believers	Brief introduction to the problem of evil – why did the Holocaust cause people to doubt God’s omnipotence, omni-benevolence, omniscience and omnipresence? Which of these factors would be doubted the most and why?	<ul style="list-style-type: none">• The Holocaust makes Jews doubt God’s omnipotence because he did not stop the atrocities• The Holocaust makes Jews doubt God’s omnibenevolence because it makes them think he did not love them enough to save them• The holocaust makes Jews doubt God’s omniscience because he knew it would happen and did not prevent it• The Holocaust makes Jews doubt God’s omnipresence because they felt very separate from him and alone when he did not help		
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<p>4</p>	<p>Fackenheim's response</p>	<p>To explore scholarly responses to suffering</p>	<p>Students to learn Fackenheim's response: -614th commandment – never allow Hitler a victory (remain steadfast in Jewishness to remember the martyrs) -Judaism as a religion and as a people must have a will to survive -We can't understand what God was doing in Auschwitz but we must trust his plan and that he was there</p> <p>Students to consider the practical and spiritual challenges of accepting this response but also the benefits.</p> <p>Explain two problems with Fackenheim's response to the Holocaust (5)</p>	<ul style="list-style-type: none"> • There is now a 614th commandment – never allow Hitler a victory (remain steadfast in Jewishness to remember the martyrs) • Judaism as a religion and as a people must have a will to survive • We can't understand what God was doing in Auschwitz but we must trust his plan and that he was there • The problem with Fackenheim's response is that to have a will to survive needs strong community and leadership and this had been lost • The problem with Fackenheim's response is that people lost faith in God so couldn't trust his plan as they didn't understand it and they didn't see any new evidence to now trust him 	<p>Students to read text about Ellie Wiesel's experience as a Holocaust survivor and respond</p> <p>Extracts from this text could be used: https://www.pbs.org/eliewiesel/life/henry.html)</p>	
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5	Wiesel's response	To explore scholarly responses to suffering	<p>Students to learn Wiesel's response:</p> <ul style="list-style-type: none">- defend human rights and stand up for the oppressed- Those who survived must act as witnesses and messengers-How is it possible not to believe in God after the Holocaust? <p>Students to consider the practical and spiritual challenges of accepting this response but also the benefits. This will focus on whether we can or should expect people to talk about trauma if they experience it – should it be a choice or an obligation – can we learn as much from those who remain silent?</p>	<ul style="list-style-type: none">• Respond to the Holocaust by defending human rights and stand up for the oppressed• Those who survived the Holocaust must act as witnesses and messengers• How is it possible not to believe in God after the Holocaust? The tragedy needs God so people can still survive and have hope		
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<p>6</p>	<p>Rubenstein's response</p>	<p>To explore scholarly responses to suffering</p>	<p>Students to learn Rubenstein's response: -God died in Auschwitz -Judaism as a race continues and a homeland (Israel) and safety is needed</p> <p>Students to consider the practical and spiritual challenges of accepting this response but also the benefits.</p>	<ul style="list-style-type: none"> • The response to the Holocaust is that God died in Auschwitz • Judaism as a race continues and as a community • The response to the Holocaust is that a safe homeland is needed • Giving a land to a group of people is very complicated and giving Israel to the Jews after the Holocaust caused a lot of conflict in the Middle East • If we say God died in Auschwitz then people will only be Jews by race not religion and this will divide Jews and those who want to continue the religion will find that difficult if people no longer believe their God is real 	<p>Students to read a short extract summarises Heschel's response to the Holocaust – we should not focus on where was God but where was man and write a reflective response.</p>	
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7	Berkowitz's response	To explore scholarly responses to suffering	<p>Students to learn Berkowitz's response: -a renewal of Jewish tradition is needed - God's 'absence' in the Holocaust was due to hester panim (the hiding of divine face) and was essential to maintain free will</p> <p>Students to consider the practical and spiritual challenges of accepting this response but also the benefits.</p> <p>Explain two scholarly responses to the Holocaust (4)</p>	<ul style="list-style-type: none"> • Respond to the Holocaust though a renewal of Jewish tradition do - God's 'absence' in the Holocaust was due to hester panim (the hiding of divine face) and was essential to maintain free will • It is hard to accept that you must be even more committed to God when it seems like God has deserted the people • Commitment to religion in the face of the Holocaust will help people survive 		
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<p>8</p>	<p>Practical responses to the Holocaust</p>	<p>To explore practical responses to suffering</p>	<p>Outline three scholarly responses to the Holocaust (3)</p> <p>This lesson will consider: -How Jews were supported practically by European and other countries after the Holocaust -How Synagogues and Jewish communities renewed faith and supported one another</p> <p>Students will be asked to reflect on what the challenges to mental health would have been for people who survived the Holocaust and how responses to such an event may be different today given medical and psychological advances.</p>	<ul style="list-style-type: none"> • Synagogues and Jewish communities supported Holocaust survivors (specific methods to be added) • Countries took Jewish communities in (specific methods to be added) • Legislation to protect the rights of Jews (specific methods to be added) • Establishment of the State of Israel as a homeland helped Jews have a safe place to go if they felt persecuted 	<p>“God died in Auschwitz” (12 marks) Using the work of scholars and your personal opinion, respond to this statement.</p>	
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9	Yad Vashem – how and why is the Holocaust remembered?	To explore how and why tragedy is memorialised	<p>Following teacher exposition on what Yad Vashem is, and details about geographical location etc students will be provided with images and details of some of the exhibitions from Yad Vashem and asked to reflect on:</p> <ul style="list-style-type: none"> -how does it remember the victims? - how would it make a visitor feel and why? <p>Students to select words from a word bank to help them describe the purpose of Yad Vashem, is it to provide hope, create fear, help people mourn etc and use examples of exhibitions to demonstrate this.</p> <p>Timed essay “It is right to remember the Holocaust” – plan as a class and write under timed conditions</p>	<ul style="list-style-type: none"> • The aims of Yad Vashem are education and memorial • Yad Vashem collect testimonies from survivors or their families and experiences of people who were in the Holocaust • The hall of names is an exhibit where 600 images of those who died are reflected into water to remember those who were never named • The children’s memorial is a candle lit in a dark mirrored room which reflects the candle infinitely to show the expansive loss. • The cattle car is an exhibit which remembers the transportation of Jews to the death camps • The Avenue of the Righteous is a tree lined row with a tree for non-Jews who risked their lives to save the Jews 		
10	Revision				Revision homework	
11	Assessment	n/a	See assessment schedule			Student work to be marked formatively and summatively. Feedback should be individual but whole class feedback can also be provided.

12	Assessment feedback	To improve examination to address content errors in this work and practice long term writing skills	Teacher to offer collective feedback to students on common errors. Also if relevant demonstrate how to evaluate on 12 mark question. Students to complete green pen this lesson and redraft any questions which are not full marks.		1. Re-write your weakest question in green pen 2. Complete all Book Corrections How? The structure Your use of opinion Your use of religious evidence	Teacher to circulate throughout and mark green pen. Where possible indicate the increase in mark.
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Unit Title: Moral Issues 2**Number of lessons: 11****Overview and aims:**

In this unit we will consider issues such as equality of gender and sexuality and whether religion promotes or hinders rights in these areas. We will look at both the benefits and challenges of each of moral issues and explore how pupils feel about these. The challenges of women being treated differently in religions and how many women feel discriminated by religious laws.

The aim of this unit is to give students a deeper understanding of the multifaceted nature of religion after having a firm knowledge of the religious basics.

This unit links to prior learning because having looked at the diversity within religion they are now well placed to come to conclusions about whether religious views on these issues are justifiable. When we look at whether religion creates or hinders equality students will draw on learning from rites of passage units where they consider how men and women have different initiation ceremonies and responsibilities and whether this is therefore equal. Specific topics include orthodox and reform Judaism, Hindu Caste system, knowledge of founders (Jesus, Muhammed, etc). This links to the life of Jesus looking at how religions are guided by charismatic, but sometimes controversial leaders.

This unit links prepares students for upcoming learning because it will help them when addressing marriage and the family unit, specifically Islamic views on women, gender roles, divorce and the divergent opinions within Islam. They will also begin to look at different Christian groups and organisations that work for equality and human rights which will lead into Crime and Punishment.

Literacy Opportunities:

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SMSC/ British Values:

1 – development of SMSC (social) through looking at similarities and differences between the world religions – greater understanding and promotion of acceptance of different ways of life

2 – development of SMSC (spiritual) – as students consider why people are religious and can reflect on these arguments for their own belief system or lack thereof

4 – development of SMSC (culture) as students look at maps and timings and have a greater understanding of what different countries may look like and people and culture may be like in these places due to the spread of and the pervasiveness of religion in that region

5 and 6 – development of SMSC (moral) as we consider the ethics of spreading a religion

7 - development of SMSC (spiritual) – as students consider the benefits and drawbacks of being religious and can reflect on these arguments for their own belief system or lack thereof and the challenges and positive aspects of being part of a religious community themselves or understanding of what it may be like for others

Key words: equality, gender, heterosexuality, homosexuality, bisexuality, hijab, niqab, burqa, secular, topi, misogyny, misandry, patriarchy, ordination, imam, shariah, denomination, pacifism, caste, varna, ummah, orthodox, reform, LGBTQIA+, monogamy, polygamy,

Assessment

Lesson	Lesson Title	A	B	C	D
1	Muslim Dress	Outline three types of Muslim dress	Explain two reasons why a Muslim would wear some form a veil.		
2	The Role of Women Historically & Textually			Explain two reasons why Christianity or Islam believes that all genders are equal	
3	The changing role of women in religion – Oracy lesson				“Women should not have authority within religion”
4	Christian work for Equality	State three different Christians organisations that work for equality	Explain two why a Christian would work for equality		
5	Muslim work for equality			Explain two reasons why a Muslim would work for equality	
6	Homosexuality in Religion				“All religions condemn homosexuality”
7	Does Religion create or hinder equality?				PLAN “Religion hinders equality”
8	Are religious leaders really role models			Explain two reasons why (founder X) could be considered a role model	
9	Revision				
10	Assessment	Outline 2 ways religion supports equality	Explain two ways how the role of women has changed in religion.	Explain why there are different attitudes to the way Muslim women should dress.	All religious people should be against homosexuality
		Outline 3 teachings why some Christians would oppose Euthanasia	Explain two reasons why Christians would support the Just war theory.	Explain how a Muslim may make a moral decision	"Responses to the Holocaust were mainly negative"

Lesson	Context/ title of lesson	Objective	Suggested learning activities including lesson outcome	Core Knowledge	Homework	Assessment opportunities
1	Muslim Dress	To know how and why different Muslim women choose to dress	<ol style="list-style-type: none"> 1. Previous Topic Do now 6 question retrieval practice 2. Keywords of Muslim dress (hijab, niqab, burqa etc) (Ext: male head covering in Islam: Topi etc) 3. Authorities on the Hijab Task + Drawing task 4. Quranic Justifications for different dress – discussion “culture or religion?” 5. Clip: https://www.youtube.com/watch?v=FUVWVBrPsTM 6. Case studies of Muslim women explaining their position on wearing or not wearing 7. A and B Question 8. Plenary 	<ul style="list-style-type: none"> • There are different textual reasons for women to chose to wear the veil • There are different cultural reasons for women to chose to wear the veil • There are many practices of head covering in different religions • Hijab , Veil that covers the hair • Niqab , Veil that covers the hair and face • Burqa , Veil that covers the hair, face and eyes • Topi , Head covering worn by some Muslim men 		<p>A: Outline three times of Muslim dress</p> <p>B: explain two reasons why a Muslim would wear some form a veil.</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>

2	The Role of Women Historically & Textually	To consider the relationship between religion and gender roles	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. What do we mean by traditional gender roles? Where do they come from? 3. Timeline of changing roles of women in church – students guess which rights and responsibilities go in which order. 4. Christianity and Islam: Women’s roles. Comparison of traditional textual sources both for equality and traditional gender roles: eg St Paul: All are one in Jesus Christ vs Women should not speak in Church. 5. C Question 6. Plenary 	<ul style="list-style-type: none"> • St. Pauls writings in the New Testament contains sections that point to the discrimination of women, particularly in terms of religious authority. • Other parts of St. Pauls writings point to total equality of gender, race etc. • Attitudes to women within Christianity have changed over many years. • The Anglican Church has recently allowed women to hold different positions of religious authority, 	<p>C: Explain two reasons why Christianity or Islam believes that all genders are equal</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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3	The changing role of women in religion – Oracy lesson	To debate the role of women in religion	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Class debate: Female Imams and Female Priests. Divide the class into two. Students prepare for the debate. Assign roles 3. Review with D question, using ideas to create good evaluation. 	<ul style="list-style-type: none"> • Misogyny , The hatred of women • Misandry , The hatred of men • Patriarchy , The concept that society is run for and by men • Ordination , The act of becoming a priest • Imam , A Muslim religious leader • 1994 was the year the first female priest in the Church of England was ordained • Catholicism does not allow female priests • Islam does not allow female imams • Amina Wadud is a famous Muslim woman who leads prayers and is changing the role of women in Islam 		<p>D “Women should not have authority within religion”</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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<p>4</p>	<p>Christian work for Equality</p>	<p>To understand how Christianity motivates work for equality</p>	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Why would a Christian want equality? Textual Sources 3. Faith in action – Class discussion. What does this term mean? 4. Group Literacy Task: Case Study – Quakers. Use examples of work they have done to promote gender equality, human rights, pacifism, slavery etc throughout history. Create timeline of key events. Matching them up with beliefs / value of Quakers 5. Practice Exam Questions 6. Plenary 	<ul style="list-style-type: none"> • Quakerism is a denomination of Christianity that works for justice, peace and equality • Other Christian groups use their religion as a motivation to promote justice, equality and human rights • Different groups have used direct action to achieve this • Denomination , Different groups within a religion • Pacifism , The belief that war is never justified 	<p>A: State three different Christians organisations that work for equality</p> <p>B: Explain two reasons why a Christian would work for equality</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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5	Muslim work for equality	To understand how Islam motivates work for equality	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Why would a Muslim want equality? Textual Sources 3. Group presentations: Students are given one of five Muslim charities / organisations that promote different aspects of equality. Two presentations per organisation. 4. Multiple choice quiz on each group 5. Practice Exam Questions 6. Plenary 	<ul style="list-style-type: none"> • Muslim Aid is a Muslim organisation that promotes charity and equality. • Other Muslim groups use their religion as a motivation to promote justice, equality and human rights • Different groups have used direct action to achieve this • Denomination , Different groups within a religion • Pacifism , The belief that war is never justified 		<p>C: Explain two reasons why a Muslim would work for equality</p> <p>Multiple choice quiz</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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6	Homosexuality in Religion	To explain different views on homosexuality in religions	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Comparison between textual evidence of homophobic passages in religion with religious statements on toleration and love 3. Gay Muslim Clip: https://www.youtube.com/watch?v=ve9bHIXgE8 4. Conversion Therapy: Is it right to change someone's orientation 5. D Question Plan 6. Plenary 	<ul style="list-style-type: none"> • There are textual reasons for disagreeing with homosexuality in the Bible and the Quran • There are textual reasons for acceptance and tolerance with the Bible and the Quran • Different Christian and Islamic denominations will have different attitudes to these texts and how far large their scope is. • Different Christian and Islamic groups have used these texts to encourage discrimination • Equality , The belief that all people are equal • Gender , The way people choose to express their gender identity. Often these are expressed as feminine or masculine. • Heterosexuality , Sexual attraction to the opposite sex • Homosexuality , Sexual attraction to the same sex • Bisexuality , Sexual attraction to both sexes • Asexual , No pronounced sexual attraction • LGBTQIA+ , Lesbian, gay, transgender/transsexual, queer/questioning, intersex, and allied/asexual/agender. 	<p>D: "All religions condemn homosexuality"</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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7	Does Religion create or hinder equality?	To debate whether religion hinders equality	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Recap Orthodox & Reform Judaism – Link to roles of women in religion 3. Recap Hindu Caste System. Students complete hierarchy of caste look at example of caste discrimination today 4. D Question Plan 5. Plenary 	<ul style="list-style-type: none"> • The Caste System in Hinduism was historically used to separate society • How the Caste system still operates today and contributes to discrimination • Caste system has a religious, textual basis • That differences in interpretation of the Torah means that Reform and Orthodox Jews have different opinions on whether women can become Rabbis or to study the Torah. • See role of women lesson above 	<p>D Question Planning / structure “Religion hinders equality”</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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8	Are religious leaders really role models	To discuss the perspectives of moral actions through religious leaders	<ol style="list-style-type: none"> 1. Do now 6 question retrieval practice 2. Class discussion: Is someone good because of religion or because they are innately good? 3. Sorting Task. Students are given actions from founders of different religions (Guru Nanak, Jesus, Prophet Muhammed, Buddha) and sort them into good and bad actions. Students then annotate the counter argument to bad actions eg: Jesus cleansing the temple. 4. Plenary 	<ul style="list-style-type: none"> • Different religious leaders may have performed behaviours that may seem immoral, or questionable to achieve their religious goals. • Jesus often used violent methods: turning the tables of the money changers but also demonstrated charity and forgiveness • Buddha left his wife and child to become an ascetic but also gave up worldly possession and was not driven by money, power etc • Muhammad fought in wars. Muhammed was polygamous but also set an example of respect for women, dedication to religion • Guru Gobind Singh: fighting in wars but also set an example of removing injustice and equality • To consider cultural and historical context of action • Monogamy , Marrying one person • Polygamy , Marrying multiple people at the same time 		<p>C: Explain two reasons why (founder X) could be considered a role model Allow free choice of founder</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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9	Revision			•		<p>Review gaps in students' knowledge</p> <p>Responsive teaching during discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
10	Assessment	n/a	See assessment schedule			Student work to be marked formatively and summatively. Feedback should be individual but whole class feedback can also be provided.
11	Assessment feedback	To improve examination to address content errors in this work and practice long term writing skills	<p>Teacher to offer collective feedback to students on common errors.</p> <p>Also if relevant demonstrate how to evaluate on 12 mark question.</p> <p>Students to complete green pen this lesson and redraft any questions which are not full marks.</p>		<p>1. Re-write your weakest question in green pen</p> <p>2. Complete all Book Corrections</p> <p>How?</p> <p>The structure</p> <p>Your use of opinion</p> <p>Your use of religious evidence</p>	<p>Teacher to circulate throughout and mark green pen.</p> <p>Where possible indicate the increase in mark.</p>

Short Course GCSE**Unit Title: Christian Beliefs****Number of lessons: 16****Overview and aims:**

This area of study comprises a study in depth of Christianity, its beliefs and teachings. Students will be expected to study Christianity within the context of the wider British society. Students should also recognise that within Christianity there may be more than one perspective in the way beliefs and teachings are understood and expressed.

As this is the first scheme of work for year 9 the primary focus is to introduce students to the exam technique and ensure they are developing their points and using sources of wisdom and authority. A secondary focus however is to establish clear expectations and routine both in the standard and quality of work and behaviour. As such there are fewer opportunities for use of ICT and group work than a usual scheme of work while behavioural and literacy expectations are established. Succeeding schemes of work will ensure to incorporate these learning opportunities more thoroughly.

Key words:

Controversial , Omnipotent, Omnibenevolent, Omniscient, Omnipresent, Creed, Nicene Creed, Trinity, Incarnate , Monotheism, Literal, Non-literal, Last supper, Via dolorosa, Crucifixion, Resurrection, Ascension, Judas, Pontius Pilate, Mary Magdalen , Atonement, Grace, Salvation, Repentance, Eschatology, Heaven, Hell, Purgatory, Judgement, Bodily Resurrection, Spiritual Resurrection, 39 articles of faith, Natural suffering, Moral suffering, Problem of evil, Job, Vale of soul making, Psalm 103

Assessment

Topic	Lesson Title	A	B	C	D
0	Controversial issues/ intro to GCSE				
1	Trinity		Explain two beliefs about God shown in the Nicene Creed		
2	Creation				
3	Incarnation		Explain two reasons the incarnation of Jesus is important to Christians	Explain two reasons Jesus being incarnate is important for Christians In your answer you must refer to a source of wisdom and authority.	
4	Life of Jesus				"Jesus was just a man"
5	Salvation	Outline three features of salvation			
6	Eschatology				
7	Problem of evil	State three major events in the life of Jesus (3 marks) Outline three Christian beliefs about the Trinity (3 marks) 2) Outline three events in the Biblical account of creation (3 marks)		Explain two examples which illustrate the problem of evil . In your answer you must refer to a source of wisdom and authority.	
8	Solutions to problem of evil				

9	Revision				
10	Assessment	See assessment schedule as assessment is different depending on if students are sitting the full or short course GCSE. This assessment will be sat for the data drop and therefore may not be topic 10 but may sit in between another 2 topics.			
11	Assessment feedback				

N.b. With the exception of lesson 0, 9, 10, 11, all lessons are double lessons.

Topic	Context/ title of lesson	Objective	Suggested learning activities including lesson outcome	Homework	Assessment opportunities
0	Controversial issues/ intro to GCSE	Introductory lesson	<p>Do now 6 question retrieval practice</p> <p>Literacy Task key word 'controversial'</p> <p>Controversial issues circle diagram</p> <p>PEE practice</p> <p>Look at new GCSE course</p>		<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p>
1	Trinity	To explore the nature of God in Christianity	<p>Do now 6 question retrieval practice</p> <p>Father/Son/Holy Spirit roles diagram</p> <p>Nicene Creed work sheet</p> <p>Text to meaning matching exercise</p> <p>Literacy review – key word bingo</p>	<p>Explain two beliefs about God shown in the Nicene Creed</p> <p>Learn your key words (spellings and definition) for a test next week</p>	<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>B question - Explain two beliefs about God shown in the Nicene Creed</p>

2	Creation	To explore the diverse interpretation of religious texts	<p>Do now 6 question retrieval practice</p> <p>Whole class reading of the creation story and answering questions</p> <p>Literal and non-literal sorting activity</p> <p>True or false for John quotation</p> <p>Reading and peer assessment of a model 12 mark answer</p>	Read the Genesis 2-3 story and create a story board showing the 8-12 main events.	<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p>
3	Incarnation	To explore the impact and importance of religious leaders	<p>Do now 6 question retrieval practice</p> <p>Group work for textual evidence for the incarnation with opportunity for oracy as students explain their text</p> <p>Diamond 9 – why is the incarnation important?</p> <p>5 mark essay question: Explain two reasons Jesus being incarnate is important for Christians In your answer you must refer to a source of wisdom and authority.</p>	Explain two reasons the incarnation of Jesus is important to Christians	<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>B question - Explain two reasons the incarnation of Jesus is important to Christians</p>

4	Life of Jesus	To explore how life event help affect perception of character	<p>Do now 6 question retrieval practice</p> <p>Literacy starter – adjectives, simile and metaphor</p> <p>Last days of Jesus grid using videos, images and text and Biblical texts as stimuli – ensure to give 60 seconds review to complete each section and assess understanding</p> <p>12 mark essay “Jesus was just a man”</p> <p>Literacy review – unscramble the key words</p>	Diary entry: You will be assigned a section of Jesus life and a perspective from which you must write up the event.	<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p>
5	Salvation	To explore the factors affecting the removal of sin	<p>Do now 6 question retrieval practice</p> <p>Literacy opportunity: Key word guess (eschatology)</p> <p>Literacy task (vocabulary (subject specific and non) development / key words/ topic sentences/ writing conclusions)</p> <p>Teacher exposition of salvation, atonement and grace using diagram</p> <p>A question practice</p>		<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>A question practice</p>

6	Eschatology	To explore the nature of life after death in Christianity	<p>Do now 6 question retrieval practice</p> <p>literacy starter – words out of words</p> <p>Stand up/sit down – who should get to heaven?</p> <p>Video and bronze silver gold questioning</p> <p>Present your case – salvation case study – students can give speeches as an oracy opportunity</p> <p>A questions (3 marks) practice</p>	<p>Create a revision resource (I suggest a spider diagram) which will help you to remember and revise all the details of life after death</p>	<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p>
7	Problem of evil	To explore how day to day life raises questions for religion	<p>Do now 6 question retrieval practice</p> <p>Content quiz</p> <p>Key words – moral and natural suffering</p> <p>Make the argument logic task</p> <p>Video clip and questions (Psalm 103)</p> <p>C question (5 marks) TRACKER: Explain two examples which illustrate the problem of evil . In your answer you must refer to a source of wisdom and authority.</p>	<p>State three major events in the life of Jesus (3 marks)</p> <p>Outline three Christian beliefs about the Trinity (3 marks) (Teacher assessed) TRACKER</p> <p>2) Outline three events in the Biblical account of creation (3 marks)</p>	<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>A question practice</p>

8	Solutions to problem of evil	To explore the solutions proposed for the issues day to day life raises for religion	Do now 6 question retrieval practice Video and teacher led explanations for Job and vale of soul making Where do you stand? Task Letter response task	Create a set of flash cards for all of the key word we have covered for this topic. (38 key words provided for students)	Teacher review using random and or differentiated questioning
9	Revision	To revise for end of unit assessment	Do now 6 question retrieval practice A-Z Teacher to live model a D question and 2 TLE paragraphs and students to then practice with a variety of questions	KO revision – evidence	Teacher review using random and or differentiated questioning Responsive teaching during 2 x discussions and written task (spotlighting)
10	Assessment	End of topic Assessment	See assessment schedule	NA	
11	Assessment feedback	Assessment Feedback	Complete green pen formative feedback while teacher has 121 discussions with students on their revision and performance. Students should then redraft and rewrite their work either the A/B or B/C or D combination. Use of class notes encouraged.	Complete any green pen feedback and pre-read next topic KO	Responsive teaching during 2 x discussions and written task (spotlighting) Teacher review using random and or differentiated questioning

N.B. For core knowledge see GCSE Edexcel Specification B

Unit Title: Crime and Punishment**Number of lessons: 16****Overview and aims:**

This area of study comprises a study in depth of Christian attitudes towards crime and punishment and deals with controversial issues such as punishment, capital punishment, crime and treatment of criminals. Students are expected to apply Christian teachings to these complex issues and be able to explain the diversity of response as well as understand how individuals and organisations put these beliefs in to practice. Students should have a firm grasp of the 4 types of exam question (A/B/C/D) however students will be encouraged to reflect on the strengths and areas for development concerned with their exam technique. Since this is a thematic topic students need to focus on being evaluative and analytical, bringing in as many perspectives as possible and using sources of wisdom and authority to provide evidence for statements. In this scheme of work students will have opportuni

Key words:

justice, Prison Fellowship, social exclusion, protection, retribution, divine retribution (optional), deterrence, reformation, reparation, restorative justice

Assessment

Topic	Lesson Title	A	B	C	D
1	Attitudes towards justice				
2	Christian attitudes towards crime	Outline three causes of crime	Explain two reasons Christians believe crime is a problem.		
3	Christian attitudes towards crime				
4	Good, evil and suffering		Explain two reasons why some Christians believe humans suffer either in this life or the next. In your answer you must refer to a source of wisdom and authority.		
5	Attitudes towards punishment		Explain two reasons why Christians believe that punishment may be necessary		
6	Aims of punishment	Outline three aims of punishment			
7	Forgiveness and restorative justice			: Explain two reasons Christians believe in restorative justice.	
8	Treatment of criminals				1. "It does not matter how you treat criminals." (12 marks) OR 2. "Torture should be allowed under certain circumstances." (12 marks)
9	The Death penalty				
10	Revision				

11	assessment	See assessment schedule as assessment is different depending on if students are sitting the full or short course GCSE. This assessment will be sat for the data drop and therefore may not be topic 10 but may sit in between another 2 topics.
12	Assessment feedback	

N.b. With the exception of lesson 10, 11, all lessons are double lessons.

Topic	Context/ title of lesson	Objective	Suggested learning activities including lesson outcome	Homework	Assessment opportunities
1	Attitudes towards justice	To explore the universality of concepts.	<p>Do now 6 question retrieval practice</p> <p>Define a term by it's opposite: Find examples of injustice in the newspaper</p> <p>PEE evidence based essay using highlighters to show PEE structure.</p> <p>3 class members to read out justice statements and students to write a response to a case study using information from the statements.</p> <p>Worksheet looking at injustice in our world and how Christians tackle it besides praying.</p>	Learn Micah quotes and write a summary of what each one means for Christians in their daily lives	<p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
2	Christian attitudes towards crime	To explore how religious believers responded to actions they disagree with.	<p>Do now 6 question retrieval practice</p> <p>John 8.1-11 – what is the meaning?</p> <p>Card sort – nature, causes and problems of crime</p> <p>A and B question practice</p> <p>Evaluation group work – decide which cause of crime has the biggest effect – ranking and justifying exercise – verbal.</p>	Read the parable of the sheep and the goats (Matthew 25.31 -46) and write a letter from the perspective of either a sheep or a goat explaining what happened.	<p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p> <p>A Question: Outline three causes of crime</p> <p>B Question: Explain two reasons Christians believe crime is a problem.</p>

3	Christian attitudes towards crime	To explore how religious believer responded to actions they disagree with.	<p>Do now 6 question retrieval practice</p> <p>Bronze silver gold – what would you do?</p> <p>WWWWWH grid on Prison Fellowship</p> <p>Sales pitch for Prison Fellowship based on TLE.</p> <p>Peer review sales pitches</p>	<p>Create a leaflet for either the Prison Fellowship or Street Pastors which details:</p> <ul style="list-style-type: none"> • The work of the organisation • How people can get involved <p>Why people should get involved</p>	<p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
4	Good, evil and suffering	To explore divergent views on the origins of suffering.	<p>Do now 6 question retrieval practice</p> <p>Parable of the goat and the sheet review – 20/5/1 summary</p> <p>Watch original sin story and answer questions</p> <p>Watch Job video and bullet point main events (prepare for homework)</p> <p>Diamond 9 of why we suffer and evaluative questions</p> <p>C question practice</p> <p>Review – think and link verbal paragraphs</p>		<p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p> <p>Explain two reasons why some Christians believe humans suffer either in this life or the next.</p> <p>In your answer you must refer to a source of wisdom and authority.</p>

5	Attitudes towards punishment	To explore whether punishment is ever positive.	<p>Do now 6 question retrieval practice</p> <p>Case study focus – apply religious teachings – active learning exercise (teachings posted around the room)</p> <p>Drama exercise – set up a court case which incorporates the religious perspectives they have learnt.</p>	Explain two reasons why Christians believe that punishment may be necessary	<p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p> <p>B question - Explain two reasons why Christians believe that punishment may be necessary</p>
6	Aims of punishment	To explore whether punishment has purpose.	<p>Do now 6 question retrieval practice</p> <p>Match the crime to the punishment worksheet</p> <p>Walk and talk exercise – walk around the room and find a partner when music stops and discuss the punishment suited to the crime</p> <p>Advantages, disadvantages and Bible teachings grid. (Self assessed)</p> <p>Highlight a model PEE paragraph then write own using Bible teachings and applying to new case</p> <p>A question peer assessed: Outline three aims of punishment (3 marks)</p>	<p>Watch video clips (see powerpoint for links) and write essay:</p> <ul style="list-style-type: none"> • a description of what restorative justice is and how it works • a paragraph to explain why restorative justice is beneficial for the criminal • a paragraph to explain why restorative justice is beneficial for the victim • a paragraph to explain whether a Christian would support restorative justice. 	<p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p> <p>A question peer assessed: Outline three aims of punishment (3 marks)</p>

7	Forgiveness and restorative justice	To explore methods of rehabilitation.	<p>Do now 6 question retrieval practice</p> <p>WWWWWH grid for restorative justice (review of homework)</p> <p>Verbal PEE based on Matthew 5.21 -26</p> <p>Timed C question practice: Explain two reasons Christians believe in restorative justice. You must include a source of wisdom and authority in your answer. (5 marks)</p> <p>Peer review of C question</p> <p>Try 1/Try 2 grid to interpret religious teachings</p> <p>What would happen if activity focussed on Christian Gee Walker</p> <p>Peer assess the mock 12 mark D question and complete questions</p>	<p>Watch 'Inside Death Row' by Trevor McDonald documentary on youtube and write a paragraph to answer each of the following questions:</p> <ol style="list-style-type: none"> 1. What is death row? 2. In your opinions, is death row more or less humane than the death penalty itself? 3. In your opinion, should America remove the death penalty? Provide evidence from the documentary to support your answer. 	<p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p> <p>C question - : Explain two reasons Christians believe in restorative justice.</p>
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8	Treatment of criminals	To explore the extent of humans rights.	<p>Do now 6 question retrieval practice</p> <p>What would you do starter</p> <p>Unscramble the sentence – key word definitions</p> <p>Where do you stand card sort</p> <p>Perspectives compass</p> <p>D question – in pairs one person to complete each question:</p> <ol style="list-style-type: none">1. “It does not matter how you treat criminals.” (12 marks)2. “Torture should be allowed under certain circumstances.” (12 marks)		<p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p>
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9	The Death penalty	To explore the concept of retribution.	<p>Do now 6 question retrieval practice</p> <p>Lost sheep questions</p> <p>Video questions (Amnesty International)</p> <p>This is the answer what is the question comprehension on facts about the death penalty in UK and USA</p> <p>Card sort / highlighting activity of Christian and secular arguments for and against the death penalty. Student to sort and then highlight to show religious and secular.</p> <p>Debate: "The death penalty should be reintroduced in Great Britain"</p> <p>Split students into 2 sides and they need to either write a two minute speech in favour of or opposing the motion. Then put together a debate team of 2 on each side to present the arguments and take points from the floor. Run as a moving debate so students can change sides as they think sides of the argument become stronger.</p>	<p>D tracker: "The death penalty should be reintroduced in the UK,"</p> <p>Use the D tracker advice to evaluate points and show how different perspectives would counter argue one another.</p>	<p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>Teacher review using random and or differentiated questioning</p> <p>D question</p>
10	Revision	To revise for end of unit assessment	<p>Do now 6 question retrieval practice</p> <p>A-Z</p> <p>Teacher to live model a D question and 2 TLE paragraphs and students to then practice with a variety of questions</p>	KO revision – evidence	<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p>

11	Assessment	End of topic Assessment	See assessment schedule	NA	
12	Assessment feedback	Assessment Feedback	Complete green pen formative feedback while teacher has 121 discussions with students on their revision and performance. Students should then redraft and rewrite their work either the A/B or B/C or D combination. Use of class notes encouraged.	Complete any green pen feedback and pre-read next topic KO	Responsive teaching during 2 x discussions and written task (spotlighting) Teacher review using random and or differentiated questioning

N.B. For core knowledge see GCSSE Edexcel Specification B

Unit Title: Muslim beliefs**Number of lessons: 16****Overview and aims:**

This area of study comprises a **study in depth** of Islam, its beliefs and teachings. Students will be expected to study Islam within the context of the wider British society. Students should also recognise that within Islam there may be more than one perspective in the way beliefs and teachings are understood and expressed.

Key words:

Sunni, Shiai, Qur'an, Hadith, Sunnah, kitab al-iman, 6 beliefs, 5 roots of usl ad din, 99 names of Allah, nubuwwah, tawhid, miad/qayamat, imamat, adalat/adl, Mahdi, seveners, twelvers, transcendent, immanent, beneficent, merciful, risalah, Dawud, Musa, Isa, Muahmad*, Prophet, Adem, Ibrahim, Ishmael, Kutub, injil, sahifahm zabur, tawrat, malaikah, Jibril, Izra'il, Israfil, Mika'il, al-qadr, akhirah, barzakh, Jannah, Jahannam

Assessment					
Topic	Lesson Title	A	B	C	D
1	Introduction to Islam: Islam in Britain today				
2	The Six Beliefs of Islam			Explain two reasons the six beliefs are important to Muslims today.	
3	The Five Roots of Usul ad-Din in Shi'a Islam				
4	The nature of Allah				"Allah's omnipotence is his most important characteristic"
5	Risalah		Explain two reasons the concept of risalah is important to Muslims.		
6	Muslim Holy Books (Kutub)				"The Qu'ran is the only book Muslims need." (12 marks)
7	Malaikah (angels)			Explain two reasons malaikah are important to Muslims daily	
8	Al-Qadr (predestination)	Outline three things al-qadr teaches Muslims about Allah			
9	Akhirah – life after death				

10	Revision				
11	assessment	See assessment schedule as assessment is different depending on if students are sitting the full or short course GCSE. This assessment will be sat for the data drop and therefore may not be topic 10 but may sit in between another 2 topics.			
12	Assessment feedback				

N.b. With the exception of lesson 10, 11, all lessons are double lessons.

Topic	Context/ title of lesson	Objective	Suggested learning activities including lesson outcome	Homework	Assessment opportunities
1	Introduction to Islam: Islam in Britain today	To explore how faith looks in modern Britain.	<p>Do now 6 question retrieval practice</p> <p>Starter: what do you think these Muslim articles of faith are/are for?</p> <p>True or false – what do you already know about Islam</p> <p>Watch video from Muslim council of Britain and answer questions</p> <p>Venn diagram of Sunni and Shia similarities and differences using text and video clip</p>		<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p>

2	The Six Beliefs of Islam	To explore how beliefs underpin religion	<p>Do now 6 question retrieval practice</p> <p>Starter: think and link with Arabic and Muslim words</p> <p>Cut the boxes out and match each belief with description, quotation and image</p> <p>Extension: How are the 5 pillars of Islam different to the 6 beliefs?</p> <p>Which Will be more important to Muslims today? The 6 beliefs or the 5 pillars?</p> <p>Read kitab al-iman section and write two PEELs to link to 6 beliefs</p> <p>Complete wheel to show how 6 beliefs have an effect on Muslims today and what they each them about Allah – use hint wall to help and model</p>		<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>C question - Explain two reasons the six beliefs are important to Muslims today.</p>
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3	The Five Roots of Usul ad-Din in Shi'a Islam	To explore how beliefs underpin religion	<p>Do now 6 question retrieval practice</p> <p>Read text on the usul ad din, create glossary then summary grid for each root</p> <p>Review: match each statement to a root</p>	<p>Make a set of different coloured flash cards for the Six Beliefs of Islam and the 5 roots of Usul ad-Din.</p> <ol style="list-style-type: none"> 1. On one side of each triangle write the key terms 2. On the back then write the definition 3. Colour the hexagon one colour and the pentagon another colour 4. Cut them out as flashcards and learn all definitions 	<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p>
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4	The nature of Allah	To explore the characteristics of God and explore their relevance and importance	<p>Do now 6 question retrieval practice</p> <p>Starter: Choose a characteristic and think of a situation a Muslim may be in during life, where they might need to believe God had this trait.</p> <p>Read all of the quotations.</p> <p>Match the nature of Allah characteristic (on the board) to the quotation and write in the space.</p> <p>Complete the sentence to show why Muslims need to believe Allah has this characteristic / this characteristic is important..</p> <p>Cut out the rectangles and arrange them in to a diamond 9 from to show which characteristic of Allah has the biggest effect on a Muslim's day to day life and why.</p> <p>Plan 12 mark essay being completed for homework</p>	<p>"Allah's omnipotence is his most important characteristic" Complete your 12 mark essay for homework and proof read and self assess using the grid before you hand it in for marking.</p>	<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>D question practice</p>
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5	Risalah	To explore how religious role models effect the lives of believers today.	<p>Do now 6 question retrieval practice</p> <p>Starter: cross word</p> <p>Match Q and A on risalah</p> <p>Complete character cards of risalah using info sheets</p> <p>B - Explain two reasons the concept of risalah is important to Muslims.</p>	<p>Complete the image section of your top trumps cards for the Prophets.</p> <p>DO NOT draw images of any of the Prophets – this is considered very offensive in the Muslim religion.</p> <p>Instead reflect on the values the Prophet had and draw a symbol to represent that value.</p>	<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>B question Explain two reasons the concept of risalah is important to Muslims.</p>
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6	Muslim Holy Books (Kutub)	To explore how religious texts inform the lives of believers	<p>Do now 6 question retrieval practice</p> <p>Starter: match the Prophet to their life</p> <p>Each table has a different information sheet. You need to spend 5 minutes learning the information and be ready to present it to people from other groups. You will be working in groups and each have a role. I will decide who in each group is the presenter!</p> <p>Your presentation needs to include:</p> <ul style="list-style-type: none"> • The history of the text (including it's original religion) • What information it covers • What the Qu'ran says about it / What Muslims believe about the text • What Muslims can learn from it <p>Plan essay on holy books which will be written for homework</p>	<p>"The Qu'ran is the only book Muslims need." (12 marks)</p>	<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>D question practice</p>
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7	Malaikah (angels)	To explore how God communicates expectations with humans	<p>Do now 6 question retrieval practice</p> <p>Card sort for Malaikah:</p> <ol style="list-style-type: none"> 1. The nature of Malaikah (i.e. what they are like) 2. The jobs/roles of Malaikah 3. The importance of Malaikah 4. Specific examples of angels and their specific role <p>Link quotations to a specific angel</p>	<p>Revise for multiple choice or answer quiz on:</p> <ul style="list-style-type: none"> • Six beliefs of Islam • Five roots of Usul ad Din • Characteristics of Allah • Kutub • Risalah <p>There will be 20 questions and the pass mark is 18/20</p>	<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p>
8	Al-Qadr (predestination)	To explore the relationship between God and humans	<p>Do now 6 question retrieval practice</p> <p>Trash and treasure al-qadr activity</p> <p>Complete the summary sheet of al-Qadr. Answer the questions firstly as quickly as you can, then add details.</p> <p>Outline three things al-qadr teaches Muslims about Allah</p>	<p>R Complete the grid to review your learning last week on Malaikah. Learn the answers for a test next week.</p>	<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>A question Outline three things al-qadr teaches Muslims about Allah</p>
9	Akhirah – life after death	To explore the divergent views on life after death	<p>Do now 6 question retrieval practice</p> <p>Do now: Write me a list of everything you can remember about life after death in Christianity...</p> <p>OR</p> <p>A random name generator will be used to select who answers these 10 questions. You have 5 minutes to make sure you know the answers to all of them. NO NOTES ALLOWED.</p>	<p>Review your learning on Muslim Holy books (Kutub) by reading pages 28 – 30 and makes notes on each of the holy books (2 – 4 sentences per book). Then write down two new pieces of information you have found from this text</p>	<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p>

		<ol style="list-style-type: none"> 1. What is the angel Mika'il responsible for? 2. What is the difference in beliefs about leadership between Sunni and Shia Muslims? 3. What does al-Qadr mean? 4. What is the difference between immanence and transcendence? 5. What can Muslims learn from the Prophet Adam? 6. Name three Kutub 7. Why is the angel Jibril important to Muslims? 8. What is the Muslim word for angels? 9. What job/role does the angel Izra'il do? 10. Name three Prophets in Islam <p>Read the description of heaven and hell in Islam and complete a quick senses grid to help remind you in the future how these places are portrayed.</p> <p>Read the information on pages 37 – 40 of text book and makes notes on the following questions:</p> <ol style="list-style-type: none"> 1. What do Muslims do with the body at death and what do they believe happens after death with the body? 2. What does Surah 30 teach Muslims about the day of judgement? 3. Identify 5 ways that belief in akhirah affects the life of a Muslim <p>Complete similarities and differences grid of life after death in Islam and Christianity</p>	(that I hadn't previously taught you).	
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10	Revision	To revise for end of unit assessment	Do now 6 question retrieval practice A-Z Teacher to live model a D question and 2 TLE paragraphs and students to then practice with a variety of questions	KO revision – evidence	Teacher review using random and or differentiated questioning Responsive teaching during 2 x discussions and written task (spotlighting)
11	assessment	End of topic Assessment	See assessment schedule	NA	
12	Assessment feedback	Assessment Feedback	Complete green pen formative feedback while teacher has 121 discussions with students on their revision and performance. Students should then redraft and rewrite their work either the A/B or B/C or D combination. Use of class notes encouraged.	Complete any green pen feedback and pre-read next topic KO	Responsive teaching during 2 x discussions and written task (spotlighting) Teacher review using random and or differentiated questioning

N.B. For core knowledge see GCSE Edexcel Specification B

Unit Title: Marriage and Family**Number of lessons: 16****Overview and aims:**

This area of study comprises a study in depth of Muslim attitudes towards marriage and the family and deals with controversial issues such as divorce, contraception and adultery. Students are expected to apply Muslim teachings to these complex issues and be able to explain the diversity of response as well as understand how individuals and organisations put these beliefs in to practice.

Students should have a firm grasp of the 4 types of exam question (A/B/C/D) however students will be encouraged to reflect on the strengths and areas for development concerned with their exam technique. Since this is a thematic topic students need to focus on being evaluative and analytical, bringing in as many perspectives as possible and using sources of wisdom and authority to provide evidence for statements.

Key words:

Arranged marriage, forced marriage, mahr, polygamy, nikkah, cohabitation, pre-marital sex, adultery, chastity, homosexuality, physical purpose of sex, emotional purpose of sex, spiritual purpose of sex, blended families, nuclear family, extended family, single parent family, umma, worship, rites of passage, adhan, azan, Aqiqah, classed for adults, classed for parents, counselling, artificial contraception, natural contraception, playing God, pro-family, permanent contraception, iddah, talaq, annulment, remarriage, reconciliation infidelity, apostasy, infanticide, equality, discrimination, prejudice, Amina Wadud, Islamic Relief, traditional role

Assessment					
Topic	Lesson Title	A	B	C	D
1	Marriage according to Islam, atheists and humanists.		Explain two reasons why Muslims choose to marry	Explain two attitudes towards marriage in Islam. In your answer you must include a source of wisdom and authority. (5 marks)	
2	Sexual Relationships				
3	Families and the Umma				"Many Muslim attitudes towards family are out of date"
4	The umma and how it supports Muslim families	Student choice of 3	Student choice of 3	Student choice of 3	
5	Contraception				
6	Divorce				
7	Equality of men and women in Islam				
8	Gender prejudice and discrimination				
9					
10	Revision				
11	assessment	See assessment schedule as assessment is different depending on if students are sitting the full or short course GCSE. This assessment will be sat for the data drop and therefore may not be topic 10 but may sit in between another 2 topics.			
12	Assessment feedback				

N.b. With the exception of lesson 9, 10, 11 all lessons are double lessons.

Topic	Context/ title of lesson	Objective	Suggested learning activities including lesson outcome	Homework	Assessment opportunities
1	Marriage according to Islam, atheists and humanists.	To explore how commitment is approached in divergent communities.	<p>Do now 6 question retrieval practice</p> <p>Do now: guess the number (related to marriage stats)</p> <p>Character cards and quiz questions to answer by communicating with all members of the class</p> <p>Muslim teachings on marriage grid</p> <p>B) Explain two reasons why Muslims choose to marry. (4 marks)</p> <p>C) Explain two attitudes towards marriage in Islam. In your answer you must include a source of wisdom and authority. (5 marks)</p>		<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>B) Explain two reasons why Muslims choose to marry. (4 marks)</p> <p>C) Explain two attitudes towards marriage in Islam. In your answer you must include a source of wisdom and authority. (5 marks)</p>
2	Sexual Relationships	To explore the purpose and place of physical contact within relationships.	<p>Do now 6 question retrieval practice</p> <p>Do now- post it note coloured questions on case study about sexual relationships</p> <p>Venn diagram on humanist, atheist and Muslim views on sexual relationships</p> <p>True or false summary</p> <p>Religious teachings grid including red herrings</p>	Write up quotations so far into a quote bank and learn by rote	<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p>

3	Families and the Umma	To explore nature and purpose of group relationships.	<p>Do now 6 question retrieval practice</p> <p>Do now: draw a family – class discussion on types of family vs stereotypes</p> <p>Read descriptions of families and match to image</p> <p>Try 1 try 2 grid on Muslim attitudes towards different types of family</p> <p>Rate and response on Muslim views on family</p> <p>“Many Muslim attitudes towards family are out of date”</p> <p>On your tables you will be having a debate about this topic.</p> <p>In pairs you will either be allocated the opposition or proposition and you will have 5 minutes to prepare a short speech,</p> <p>A fifth person will be allocated to your debate to watch and score. These are how the points will be awarded:</p>	<p>“Many Muslim attitudes towards family are out of date”</p> <p>12 marks</p>	<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>D - “Many Muslim attitudes towards family are out of date”</p>
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4	The umma and how it supports Muslim families	To explore how groups support individuals .	<p>Do now 6 question retrieval practice</p> <p>Rainbow groups activity on how the umma helps families. Use info sheets to complete grid</p> <p>Choose one A, one B and one C question to complete.</p> <p>Highlight the question you have chosen.</p> <p>You will have 12 minutes to complete all three questions.</p> <p>Peer assessed</p>	<p>Revise the following topics for a multiple choice quiz next week.</p> <p>Pass mark is 14/15</p> <p>Topics:</p> <ul style="list-style-type: none"> • Marriage • Purpose of sex • Sex outside marriage (premarital and adultery) • Homosexuality • Family • How the umma supports the family 	<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p> <p>A, B, C questions</p>
5	Contraception	To explore the concept of family planning.	<p>Do now 6 question retrieval practice</p> <p>Do now: MCQs</p> <p>Class discussion on types of contraception and a grouping task to help understand artificial vs natural</p> <p>Comprehension questions on contraception</p> <p>Read case study scenarios and respond from humanist, atheist and situation ethicist points of view</p>		<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p>

6	Divorce	To explore how commitments are terminated legally and symbolically.	<p>Do now 6 question retrieval practice</p> <p>Do now: opinion line on divorce statements</p> <p>Read the text on divorce and Write down the words as a glossary in your book.</p> <p>Read the text and highlight wherever you see the words you need to define.</p> <p>Now using the context write a full and correct definition for each word.</p> <p>Spot the difference on Sunni and Shia Islam sheet</p> <p>Divorce and remarriage matching task</p>		<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p>
7	Equality of men and women in Islam	To explore the relationship between prejudice and religion.	<p>Do now 6 question retrieval practice</p> <p>Living graph on men and women in Islam</p> <p>Peer assesses the 5 and 12 marker and give feedback using the guidance.</p> <p>Explain two roles of women according to Islam. In your answer you must include a source of wisdom and authority. (5 marks)</p> <p>“Women and men are not treated equally in Islam” (12 marks)</p>	Go through your exercise books and find all quotations we have covered this unit and memorise,	<p>Teacher review using random and or differentiated questioning</p> <p>Responsive teaching during 2 x discussions and written task (spotlighting)</p>

8	Gender prejudice and discrimination	To explore the relationship between prejudice and religion.	Do now 6 question retrieval practice Stand up sit down for definitions of prejudice and discrimination Card sort of prejudice and discrimination statements in Islam Write a newspaper article about Aminan Wadud using given headline		Teacher review using random and or differentiated questioning Responsive teaching during 2 x discussions and written task (spotlighting)
9	Revision	To revise for end of unit assessment	Do now 6 question retrieval practice A-Z Teacher to live model a D question and 2 TLE paragraphs and students to then practice with a variety of questions	KO revision – evidence	Teacher review using random and or differentiated questioning Responsive teaching during 2 x discussions and written task (spotlighting)
10	assessment	End of topic Assessment	See assessment schedule	NA	
11	Assessment feedback	Assessment Feedback	Complete green pen formative feedback while teacher has 121 discussions with students on their revision and performance. Students should then redraft and rewrite their work either the A/B or B/C or D combination. Use of class notes encouraged.	Complete any green pen feedback and pre-read next topic KO	Responsive teaching during 2 x discussions and written task (spotlighting) Teacher review using random and or differentiated questioning

N.B. For core knowledge see GCSSE Edexcel Specification B

Assessments

Cohort 2020/2021

Unit	A	B	C	D
Intro	Outline three events in the Christian creation story	Explain two differences in the teachings of the Christian creation story and the scientific explanation of creation	Explain one similarity and one difference between the Sikh and Hindu creation stories.	"Suffering in the world proves God is not real."
	x	x	x	x
Place and time	Outline three features of the religion of Islam	Explain two reasons Christianity meets the criteria of being a religion	Explain two reasons people are religious. Refer to an example from a religion	"The spread of religion is always peaceful"
	outline three features of the Hindu creation story	x	x	"It is not possible to believe religious creation stories today"
Judaism	Outline the ways the synagogue may be used by the Jewish community.	Explain two reasons why the covenant of Abraham is important for Jews today.	Explain two reasons Shabbat is important	Jewish people should keep all the mitzvot
	outline three features of the Sikh creation story	outline three reasons St Paul was an important person in Christianity	Explain two characteristics of God	"People are usually religious for selfish reasons"

Life of Jesus	outline three miracles of Jesus	Explain two reasons there was conflict between Jesus and the authorities of Judea	Explain two reasons why the baptism of Jesus was important	"The death of Jesus was the most important event in his life"
	outline three reasons people are religious	Explain the historical and geographical origin of 2 religions	explain two benefits of being religious	"Orthodox and Reform Jews are more similar than different"
Islam	outline three beliefs about zakat	explain two reasons jihad is important to the life of a Muslim	Explain two reasons the shahadah is important for Muslims	"Fasting is valuable for all Muslims in modern society"
	outline three beliefs held by Jewish people	Explain two features of the covenant Abraham made with God	Explain two reasons Jews should go to the synagogue	"Jesus was not a good role model"
Rites of Passage	outline three events which happen at a Muslim birth ritual	explain two responsibilities Sikhs or Hindus must take on after their initiation ceremonies	describe two things which happen at a Muslim funeral and explain what they symbolise	It is better to wait until you are an adult to have a ceremony which makes you religious
	outline three features of how Christianity spread as a religion	Explain 2 reasons why Christians should or should not follow the Old Testament	outline 2 parables and explain their message	"The Muslim pilgrimage is out of date today"
End of year exam	outline three symbolic actions or events at a Christian infant baptism	explain why the teleological argument causes people to believe in God and identify one problem with the teleological argument	outline three ways suffering the world causes problems for religious believers	Jesus acted like a man, not a God

	outline three reasons St Paul was an important person in Christianity	explain two reasons Moses is an important figure in Judaism	Explain two reasons the mosque is important to Muslim life	Rites of passage mean more responsibility for the believer
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Year 8

Unit	A	B	C	D
Hinduism	Outline three events at Raksha Bandhan	Explain two Hindu beliefs about God.	Explain two Hindu beliefs about reincarnation	“Hindus only do good acts to achieve Moksha”
	outline three ways Hinduism meets the criteria of being a religion	explain two symbolic actions at any rite of passage ceremony (state which religion and what the ceremony is)	Explain two differences in beliefs of actions between the Orthodox and Reform Jewish community	The 5 pillars of Islam are to show respect to God, not to benefit people
Buddhism	Outline three events of the Buddha’s life	Explain two reasons the Sangha is important in Buddhism	Explain two reasons why the Fourth Noble Truth can help to reduce suffering.	(d) “Every human should follow the principles of Buddhism.”
	Outline three events at Diwali	Explain two Hindu teachings	Explain two ways that Puja is performed.	‘The caste system is unfair’
Sikhism	Outline three features of a Gurdwara.	Explain two reasons why the Guru Granth Sahib is important to Sikhs	Explain two reasons why Sewa is performed in Sikhism.	“The Kirpan should be banned.”
	State the three parts of the Trimurti	Explain two beliefs about reincarnation found in the Bhagavad Gita	Explain 2 reasons why worship is essential to the life of a Hindu.	“The aim of all humans is enlightenment.”
Moral Issues 1	Outline 3 teachings why Christians are against abortion	Explain two ways religious people make moral decisions	Explain two reasons Christians support euthanasia	Death Penalty should be brought back to the UK

	Outline the 3 universal truths	Explain two reasons why the eightfold path is essential to the life of a Buddhist.	Explain how The Eight Fold Path can lead to Enlightenment.	"Only members of the Khalsa are real Sikhs."
Post Holocaust Theology	outline three reasons the Holocaust presented a challenge to Jewish faith	Explain two ways the Holocaust is commemorated at Yad Vashem	Explain one scholarly response to the Holocaust and identify one problem some people may have with the response	"There is no correct response to the Holocaust - Jews can respond however they want"
	State three Gurus in Sikhism.	Explain two ways the oneness of all humans is shown in Sikhism	Explain two reasons why Sewa is performed in Sikhism.	"All moral decisions should be based on the consequence"
Moral issues 2	Outline 2 ways religion supports equality	Explain two ways how the role of women has changed in religion.	Explain why there are different attitudes to the way Muslim women should dress.	All religious people should be against homosexuality
	Outline 3 teachings why some Christians would oppose Euthanasia	Explain two reasons why Christians would support the Just war theory.	Explain how a Muslim may make a moral decision	"Responses to the Holocaust were mainly negative"
End of year	Outline 3 reasons why Muslims believe in equality	Explain the two different forms of Buddhist meditation	Choose one Hindu festival and explain two reasons why it is important to Hindus.	Guru Tegh should not of scarified his life for his religion
	Outline 3 ways God is described in the Mul Mantar	Explain two ways people could oppose the experimentation of animals	Explain two conflicting scholarly responses to the Holocaust	Religious leaders should not be seen as role models

Year 9 Short Course

Unit	A	B	C	D
Christmas	outline three events in the last days of Jesus	explain two ways that Jesus is presented as divine	explain two reasons why salvation is important for Christians today	It is hard to believe in the Biblical account of creation
	x	x	x	x
Easter	outline three teachings against capital punishment	explain two reasons why Christians believe humans suffer	explain two reasons it is important to forgive criminals	Punishment is better than reform
	outline three beliefs Christians have about eschatology	explain two Christian solutions to the problem of evil	Explain two reasons Christians believe Jesus is God incarnate	All Christians have the same beliefs about eschatology
End of year (2019 paper)	outline three beliefs about the Trinity as shown in the Nicene Creed	explain two reasons why the resurrection of Jesus is important to Christians	explain two reasons why evil and suffering may cause problems about the nature of God for Christians	It was essential that God became human as Jesus
	outline three teachings about the nature of good actions	explain two reasons why Christians may believe punishment is necessary in society	explain two ways Christians try to end crime	Torture should never be used on criminals (ethical and religious)

Year 9 Full Course

Unit	A	B	C	D
Christmas	outline three events in the last days of Jesus	explain two ways that Jesus is presented as divine	explain two reasons why salvation is important for Christians today	It is hard to believe in the Biblical account of creation
	outline three beliefs Christians have about eschatology	explain two Christian solutions to the problem of evil	Explain two reasons Christians believe Jesus is God incarnate	All Christians have the same beliefs about eschatology
Easter	outline three teachings against capital punishment	explain two reasons why Christians believe humans suffer	explain two reasons it is important to forgive criminals	Punishment is better than reform
	outline three of the 5 roots of usl ad din	explain two reasons why two of the duties of Malaikah are important	explain two Muslim beliefs about Allah	If there is no akhirah then religious traditions are meaningless
End of year (2019 paper)	outline three beliefs about the Trinity as shown in the Nicene Creed	explain two reasons why the resurrection of Jesus is important to Christians	explain two reasons why evil and suffering may cause problems about the nature of God for Christians	It was essential that God became human as Jesus
	outline three teachings about the nature of good actions	explain two reasons why Christians may believe punishment is necessary in society	explain two ways Christians try to end crime	Torture should never be used on criminals (ethical and religious)
	outline three beliefs about holy books in Islam	explain two reasons why it is important that Allah is a God of justice	explain two reasons why the six beliefs of Islam are important to Muslims	If the future is already decided then there is no point in trying to be a good Muslim
	outline three reasons why marriage is important to Muslims	explain two reasons why Muslims believe sexual relationships are important	explain two reasons why Muslims have different views on the use of contraception	women should be treated the same as men in a Muslim family

Year 10

Unit	A	B	C	D
October	outline three Christian teachings about punishment (2018 paper)	explain two reasons Christians believe in human rights	explain two reasons Christians believe it is important to forgive criminals	Justice is important to victims (2018 paper)
	outline three reasons suffering causes problems for Christians (2018 paper)	explain two ways the Trinity can be seen in Christian worship (2018 paper)	explain two ways the Bible describes the creation of the universe (2018 paper)	atonement is all that is needed for people to be saved (2018 paper)
Christmas	outline three of the 5 roots of usl ad din	explain two reasons why two of the duties of Malaikah are important	explain two Muslim beliefs about Allah	If there is no akhirah then religious traditions are meaningless
	outline three Christian teachings about suffering	explain two different opinions Christians may have about sitting on a jury	explain two reasons Christians promote restorative justice	"You can treat criminals how you want"
Feb mock (2019 paper) / Easter	outline three beliefs about the Trinity as shown in the Nicene Creed	explain two reasons why the resurrection of Jesus is important to Christians	explain two reasons why evil and suffering may cause problems about the nature of God for Christians	It was essential that God became human as Jesus
	outline three teachings about the nature of good actions	explain two reasons why Christians may believe punishment is necessary in society	explain two ways Christians try to end crime	Torture should never be used on criminals (ethical and religious)
	outline three beliefs about holy books in Islam	explain two reasons why it is important that Allah is a God of justice	explain two reasons why the six beliefs of Islam are important to Muslims	If the future is already decided then there is no point in trying to be a good Muslim
	outline three reasons why marriage is important to Muslims	explain two reasons why Muslims believe sexual relationships are important	explain two reasons why Muslims have different views on the use of contraception	women should be treated the same as men in a Muslim family

2021/2022**Year 10**

Unit	A	B	C	D
Christmas	2017 paper living the Christian life	2017 paper living the Christian life	2017 paper living the Christian life	2017 paper living the Christian life
Feb mock	2017 paper Christianity	2017 paper Christianity	2017 paper Christianity	2017 paper Christianity
	2017 paper Islam	2017 paper Islam	2017 paper Islam	2017 paper Islam
	2018 paper living the Christian life	2018 paper living the Christian life	2018 paper living the Christian life	2018 paper living the Christian life
identify students we are concerned about here for remock				
Easter data drop	2018 paper living the Muslim life	2018 paper living the Muslim life	2018 paper living the Muslim life	2018 paper living the Muslim life
Remock	specimen paper Christianity	specimen paper Christianity	specimen paper Christianity	specimen paper Christianity
	specimen paper Islam	specimen paper Islam	specimen paper Islam	specimen paper Islam
	specimen paper living the Christian life	specimen paper living the Christian life	specimen paper living the Christian life	specimen paper living the Christian life
	specimen paper living the Muslim life	specimen paper living the Muslim life	specimen paper living the Muslim life	specimen paper living the Muslim life

