

RE Curriculum

Curriculum Intent

Overarching Humanities Philosophy

Our curriculum strives to actively enrich the knowledge of the students in our critical subjects, enabling them to apply this knowledge effectively in the pursuit of their personal academic zenith. Equally, we aim to prepare our students socially and personally to assume an active role in our current and future world of environmental, political and cultural challenge, enabling to not only hold thoughtful opinions and convictions, but also to justify them in a reasoned fashion.

By the end of year seven RE.... students will have gained an overview of Islam by studying the person of Prophet Muhammad. They will also have a grasp of Buddhism by looking at the 4 sights of the Buddha and the eightfold path. This then leads onto a brief overview of Hinduism and the significance of the puja ceremony in contrast to Christian worship. From the end of the spring term, students focus on the teachings of Jesus through the ten commandments and the golden rule comparing Christianity to Islam, Buddhism and Hinduism. This then leads onto looking at active worship in Christianity through the festival of Easter and the importance of sacraments. In the latter part of the summer term, students briefly look at Sikhism and Judaism in preparation for year 8.

By the end of year eight RE..... students will have an understanding of Judaism by focusing on the festivals and significance of Abraham in the Autumn term. They will then look at other festivals from other faith traditions such as Sikhism as well as how religious practices have an impact on identity by focusing on how faith and world events affect believers. Students will then look at coming of age celebrations and their importance by looking at Bar/Bat Mitzvah and other religious rites. In the summer term, students will look at life and death in Christianity and Islam by how the beginning and end of life is sacred and has significance. To end the year, students will look at an overview of the six main religions drawing on their understanding from year 7 and throughout year 8.

By the end of year nine RE..... students should have an overview of how crime and punishment challenges a person's faith and the teachings behind forgiveness through looking at the person of Jesus. They will also have gained a greater understanding of Christianity by looking at pieces of scripture in depth as well as the topic of war and peace and a believer's response to a social issue. Year 9 students will also have a deeper understanding of Islam as well as the problem of evil by looking at the story of Job.

Curriculum Implementation

Year	When	Lead	Topic	Summary	Skills and Knowledge	Assessment for learning	Big Questions	Key Words
7	AUT 1	NBe	Islam	Students are introduced to Islam through a tour of the fundamentals of creation, the Prophet Muhammed and the five pillars of Islam	<ul style="list-style-type: none"> Students understand the concept of the Muslim God (Allah) and the importance of the Prophet Muhammed They then relate this to the creation of the Universe The place of Prophet Muhammed in the Muslim religion The place of the five pillars of Islam and their relationship to the holy Qu'ran 	-Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice -Whole class feedback	How was the world created according to Muslims? Why was Prophet Muhammed special? What are the five pillars of Islam?	Creation Allah Prophet Muhammed Universe Paradise Literacy Miracle Abraham Jesus Moses Illiterate Pillars Foundations Shahada Salah Zakat Sawm Hajj Qu'ran
7	Aut2	NBe	Buddhism	Introduction to Buddhism through the four sights and the story of the Tiger and the Strawberry	<ul style="list-style-type: none"> Students investigate the four sights in the context of the life of Buddha and the story of the Tiger and the strawberry The meaning of craving for a Buddhist and how this is overcome by the eightfold path 	-Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice -Whole class feedback -Buddhism Assessment	What is the Enlightenment? How can a story explain a religious faith? What does craving mean to a Buddhist?	Enlightenment Pursuits The four sights Siddhartha Craving Suffering Cause Solution Eightfold Path Middle Way

					<ul style="list-style-type: none"> Stories of the Wind Deer and the Honey Grass Assessment 			
7	Spr1	NBe	Hinduism	Introduction to Hinduism and the Puja Ceremony	<ul style="list-style-type: none"> Introduction to Hinduism through an investigation of Hindu beliefs and the variety of Hindu Gods and their functions Key features of the Puja Ceremony 	-Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice -Whole class feedback	What is Hinduism? Who are the Hindu Gods? What is the Puja and why is it significant to Hindus?	Scripture Veda Sanskrit Brahman Karma Incarnation Diwali Hanuman Vishnu Shiva Ganesha Krishna Lakshmi Saraswati Durga Puja Shrine Tilak pot Holy Water Incense Arti Lamp
7	Spr2	NBe	Christianity	An introduction to Christianity and a comparison to other religions studied thus far through beliefs on creation, rules and ceremonies	<ul style="list-style-type: none"> Literalists, who take the bible as truth v's Liberalist, who believe the Bible is symbolic The Ten Commandments and their meaning 	-Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice -Whole class feedback	What do different types of Christians believe about Creation? Why do religions require rules? What is the significance of the Christmas	Genesis Creation Origin Ex Nihilo Literalist Liberalist Ten Commandments Idol Sabbath Adultery

						-Common Assessment Task	Festival to Christians?	The Golden Rule Epiphany Magi Incarnation Advent Nativity Christingle Candlemas
7	Sum1	NBe	The role of the Christian Church in the Community	The wider role of the Church in Christian Beliefs and ceremonies and the local role of the Church in uniting the local community	<ul style="list-style-type: none"> The Role of the Church in the Christian Community The local role of the Christian Church Class debate on whether churches should be removed to make way for housing estates! This is really an opportunity to debate the role of the Church in Modern Society 	Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice -Whole class feedback	What is the role of Baptism in the seven sacraments? What is the role of the Church in the Community?	Sermon Seven sacraments Baptism Confirmation Eucharist Funerals Collective Worship Weddings Christmas Easter Music Hymns Altar Lectern Pulpit Crucifix Font Stoup Confession
7	Sum 2	NBe	Sikhism	An Introduction to Sikhism, followed by two plenary lessons reviewing how different religions worship and an overview of world religions	<ul style="list-style-type: none"> Introduction to the Principles of Sikhism and Sikh Beliefs, including Sikh principles and the Sikh holy book The Story of Guru Nanak, using an 	Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice	What is Sikhism? Why is Guru Nanak important to Sikhs? What is worship?	Sikh Guru Nanak Ek Ong Kar Guru Granth Sahib Singh Kaur Mosque

					animated clip and guided by precisely selected questions <ul style="list-style-type: none"> • Overview of world religions, their holy books and places of worship • Religious Symbols 	-Whole class feedback -Assessment	What are the main world religions?	Temple Israel Torah Tipitaka Vedas Synagogue
8	Aut 1	NBe	Judaism	An introduction to the Foundations of Judaism	<ul style="list-style-type: none"> • Exploring Jewish identity through; • Pre-Moses • The influence of Moses • The influence of Pharaoh • The symbolism and meaning of the Seder Meal on Jewish Identity 	Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice -Whole class feedback	What was the Jewish Identity before Moses? What influence did Pharaoh and Moses have on the Jewish identity? What is the Seder Meal and how does it link to Jewish identity?	Judaism Jewish Identity Moses Covenant Elect Yahweh Israelites Isaac Abraham Egyptians Pharaoh Burning Bush The Plagues The Seder Meal Hebrew Roasted Egg Baytzah Zeraa Charoset Wine
8	Aut 2	NBe	Religious Festivals	An exploration of religious festivals through Christmas, Hannukah and Diwali	<ul style="list-style-type: none"> • Investigation of the ceremonies and rituals behind Christmas and Easter • Investigation of Hannukah and its 	-Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice	Why are Christmas and Easter so important to Christians? How and why do Jews celebrate	Festivals Christmas Easter Epiphany Jesus Nativity Midnight Mass

					rituals, including the Dreidel game <ul style="list-style-type: none"> Students explore the theme of light in festivals, including the story of the nativity, Hannukah and Diwali 	-Whole class feedback -Common Assessment Task	their most important festivals? What is the importance of light in Festivals?	Resurrection Crucifixion Vigil Hannukah Latkes Maccabees Dreidel Miracle Diwali Rama Sita
8	Spr 1	NBe	Belief and Morality	An introduction to the concepts of belief and morality and how they are manifested in world religions	<ul style="list-style-type: none"> Students investigate the concept of belief by comparing it to trust in the stories of Charles Blondin, David and Goliath and Jesus claims the story identifying the fact, belief and faith Students identify the concept of morality and relate this to the beliefs of the world religions that they have thus far studied 	-Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice -Whole class feedback	What is belief? Why do some people have faith in God? What is morality? How does morality relate to the 'Golden Rule' for world religions?	Belief Trust David Goliath Morality The Golden Rule
8	Spr 2	NBe	Coming of age ceremonies	Students explore the concepts of landmark ceremonies through the Christian and Jewish religions	<ul style="list-style-type: none"> Students investigate the story of John the Baptist and relate this to the sacraments in order to understand the significance of Baptism Students explore the Jewish ceremonies of Brit Milah and Bar 	Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice -Whole class feedback	Why is baptism an important sacrament to the Christian Community? Why are the Brit Milah and Bar Mitzvah important ceremonies for	Baptism Sacraments Conversion Confirmation Holy Communion Reconciliation Anointing Brit Milah Circumcision Sandek

					<p>Mitzvah in order to comprehend the importance of these for the Jewish Community</p> <ul style="list-style-type: none"> Students relate this understanding to landmarks in their own lives 	-Common Assessment Task	the Jewish Community?	Mohel
8	Sum 1	NBe	Death and Afterlife	Students examine death and the afterlife through the lens of different religions and debate different perspectives on the 'Afterlife'	<ul style="list-style-type: none"> Students examine different perspectives on death and dying Key features of a Christian funeral are examined, with a discussion of whether they are for the living or the dead Students examine the meaning of judgement and its connection with the afterlife Different perspectives on heaven and hell are discussed, in terms of physical locations or spiritual concepts 	-Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice -Whole class feedback	What are attitudes towards death and dying? Why do people have funerals? What do the Afterlife AND Judgement mean to a Christian? Why are Heaven and Hell talked about as physical locations?	Heaven Hell Judgement Resurrection Purgatory Reincarnation Cycle of Samsara Humanism Day of the Dead Readings Committal Ascension Parable The Sheep and the Goats Soul Satan Physical Spiritual Paradise Sin Salvation
8	Sum 2	NBe	God and God's	Students identify the different physical incarnations of 'God' and compare the	<ul style="list-style-type: none"> Students explore Islamic beliefs on Allah and analyse his qualities 	Cold Calling -Questioning -Homework -Paired/group work	Who is Allah? Who is Brahman? Who is Guru Nanak?	Shahadah Allah Almighty Compassionate Creator

				perceptions of different world religions	<ul style="list-style-type: none"> Students explore Hindu beliefs through an examination of the different Gods Students explore Sikh beliefs on God through Guru Nanak Students use these perspectives and perceptions of a Christian God to compare the beliefs of different religions on 'God'. 	-Retrieval practice -Whole class feedback -Common Assessment Task	Who is God? What are the similarities and differences between the different world religions on 'God'?	King Giver Omnipotent Omnipresent Brahman Murtis Trimurti Vishnu Shiva Ganesha Guru Nanak Ek Ong Kar
9	Aut 1	NBe	Crime and Punishment	What are the perspectives of different world religions on Crime and Punishment	<ul style="list-style-type: none"> Students look at the concepts of Good, Evil and suffering in considering how far people are accountable for these issues Students study the concept original sin to analyse whether sin is predetermined Students discuss what makes each of the examples good or evil 	Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice -Whole class feedback	How far are people accountable for their actions? Who is to blame for crime if actions are predetermined? What is the difference between good and evil? Is there a purpose for evil and suffering?	Suffering Dilemma Free Will Buridan's Donkey Determinism Predestined Accountability Original sin Adam and Eve Tree of Knowledge Determinism Enlightenment Moral Mother Teresa Missionaries Nobel Peace Prize Maximilian Kolbe Desmond Tutu Stalin Saddam Hussein

9	Aut 2	Nbe	Christianity in depth	Christianity and their understanding of trinity, prayer and the sacraments	<ul style="list-style-type: none"> Students investigate the Holy Trinity and its role in creation Using this knowledge, students further make the connection between the Holy Trinity and prayer Students explore the role of both baptism and Communion and why they are important to Christians, as well as investigating why Quakers do not use the Sacraments 	Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice -Whole class feedback -Common Assessment task	How can we make connections between Christian views of creation and the Holy Trinity? Why is baptism important to Christians?	Creation Trinity Father Son Holy Spirit Genesis Liturgical worship Non-Liturgical Worship Informal Worship Private Worship Lord's Prayer Apostles' Creed Sacraments Baptism Anointing Reconciliation Communion Confirmation Gospel Quakers Rites
9	Spr 1	NBe	War and Peace	Exploring Christian and Muslim beliefs regarding warfare, pacifism and weapons of mass destruction	<ul style="list-style-type: none"> Students study the concept of a 'Just War' and the criterion for the same Students consider wars, such as WW2 and the Falklands, to assess whether 	Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice -Whole class feedback	Can there truly be a 'Just War'? Are all wars 'just'? What is Pacifism? Are there any good reasons	Just war Jihad Just Cause Legal Authority Last Resort Proportional Civilians Geneva Convention

					<p>they satisfy such criteria, from a Muslim and Christian perspective</p> <ul style="list-style-type: none"> Students define Pacifism and relate that definition to the beliefs of Christians and Muslims, using Conscientious Objection as a focus for Human Rights Student explore weapons of mass destruction and whether there is any Christian or Muslim justification for their possession 		<p>for countries to possess weapons of mass destruction?</p>	<p>Falklands War Abu Bakr Pacifism Peacemaker Peace making Conscientious Objector Justice Human Rights Weapons of Mass Destruction Nuclear War Chemical War Biological Weapons Hiroshima Nagasaki Deterrent</p>
9	Spr 2	NBe	Islam in Depth	Revisiting some key beliefs in the light of recalled knowledge and relating them to new knowledge, such as Islamic art	<ul style="list-style-type: none"> Students study the life of Prophet Muhammed to illustrate his importance in the Islamic faith Revisiting of the Five Pillars of Islam in the light of learned knowledge Using a case study of Islamic art, 	<p>Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice -Whole class feedback -Common Assessment task</p>	<p>How was the world created according to Muslims? Why was Muhammed chosen as the Prophet? How do the pillars of Islam contribute to and unite the</p>	<p>Prophet Muhammed Allah The Night of Power Revelation Pillars Ummah Shahadah Salah Zakat Sawm</p>

					including symbols, writing, building and paintings to explore how these are used to relate to the 99 names of Allah and show how this helps Muslims express their relationship with him.		Ummah (community)? How does Islamic art express the views of the faith believer?	Hajj Omnipotent Omniscient Merciful Just Arabesque 99 names of Allah Calligraphy Geometric Art
9	Sum 1	NBe	Evil and Suffering	Students study evil and suffering in the context of Christian belief	<ul style="list-style-type: none"> Students study the apparent paradox of the existence of a good God and the presence of evil and suffering in the world through concepts such as omni potency Students study the Theodicies of Augustine and Irenaeus to wrestle with the issue of evil and suffering Students analyse the tale of Job to illuminate how suffering can make a better person in the eyes of God 	Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice -Whole class feedback -Common Assessment task	What is the problem of evil? Do theodicies solve the problem of evil? Does there being evil in the world challenge the notion of a 'good' God?	Moral Natural Omnipotent Omnibenevolent Transcendent Eternal Omniscient Theodicies Augustine Irenaeus Free will Reconciled Original Sin] Soul Making Book of Job Uz

9	SUM 2	NBe	Human Rights, Social Justice and Sacred Texts	Students study Christian beliefs regarding Human Rights, followed by an analysis of sacred texts	<ul style="list-style-type: none"> Students examine Christians attitudes towards wealth, poverty. Exploitation and Racism The Bible and different interpretations of it are the focus of the first sacred texts case study The Qur'an and Muslim beliefs in relation are the second of the case studies on sacred texts. Christian and Muslim approaches to their sacred texts are compared and contrasted 	Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice -Whole class feedback	What do Christians believe about Human Rights and Social Justice? What is the Bible? How do Muslims view the Qur'an?	Human Rights Prejudice Discrimination Racism Persecution Poverty Exploitation Fair Trade Old Testament New Testament Scriptures Revelations Gospels Fundamentalism Literalism Conservative Liberal Qur'an Arabic Ramadan Mosque Surah Fatihah Ayat Bismillah Hadith Sunnah
10	AUT 1	NBe	Component 1 of the AQA GCSE	Beliefs, teachings and practices of Judaism part 1	<ul style="list-style-type: none"> Students examine the Jewish faith and reinforce key concepts, starting with God as one 	Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice	What is God as one? What do we mean by God as creator?	Monotheism Omnipresent Omnipotent Immanent Transcendent Aniconism

					<ul style="list-style-type: none"> Students then examine Jewish beliefs with regard to creation and differing interpretations The notion as God as lawgiver is explored through the laws (the Ten Commandments) and as Judge (Rosh Hashanah). This is further explored through an examination of Genesis 3 Students investigate and define the Shekhinah, or 'Divine Presence' Students examine different interpretations of life after death, considering physical versus spiritual views Investigation of how the anointment from God makes the Messiah and how 	-Whole class feedback	<p>What is 'God the Sustainer'?</p> <p>What is God as judge?</p> <p>What is the Shekhinah?</p> <p>What are Jewish Beliefs regarding life after death?</p> <p>What is the nature and role of the Messiah?</p>	<p>The Shema</p> <p>Orthodox</p> <p>Ultra-Orthodox</p> <p>Evolutionary theory</p> <p>Evil</p> <p>Free Will</p> <p>Shoah</p> <p>The Sustainer</p> <p>Dystopian</p> <p>Torah</p> <p>Mitzvot</p> <p>Halakhah</p> <p>Rosh Hashanah</p> <p>Genesis 3</p> <p>Shekhinah</p> <p>Presence</p> <p>Torah</p> <p>Tabernacle</p> <p>Gan Eden</p> <p>Sheol</p> <p>Resurrection</p> <p>Ecclesiastes</p> <p>Moses</p> <p>Maimon</p> <p>Messiah</p> <p>13</p> <p>Fundamentals</p> <p>Eternity</p> <p>Prophecy</p> <p>Anointed One</p> <p>Tenakh</p>
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					Jews differ in their beliefs from Christians as to the role of Jesus in this respect			
10	AUT 1	NBe	Component 1 of the AQA GCSE	Beliefs, teachings and practices of Judaism part 2	<ul style="list-style-type: none"> The Covenant with Abraham is used as an explanation of the Jewish act of circumcision Moses and Mount Sinai are used to enable students to understand the relationship between the Ten Commandments and the covenant Students are introduced to the concept of Pikuach Nefesh and use this knowledge to respond to arrange of modern ethical scenarios, such as capital punishment, euthanasia etc The instructions of the Mitzvot are used to examine the role of free will in Judaism. 	Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice -Whole class feedback	What is the covenant with Abraham? What happened on Mount Sinai? What is the importance of the Decalogue today? What are the key moral principles of Judaism? What are Jewish views on the sanctity of life? What is the relationship between freewill and the 613 Mitzvot?	Abrahamic Covenant Promised Land Circumcision Mount Sinai Moses Commandments Sabbath Decalogue Reform Orthodox Sanctity of Life Abortion Euthanasia Ethics Capital Punishment Pikuach Nefesh Justice Prophet Micah Aleinu Tikkum Olam Mitzvot Pirkei Avot Chesed Tzedakah Torah Synagogue

								Genesis Exodus Leviticus Numbers Deuteronomy 248 Mitzvot aseh 365 Mitzvot to Ta'aesh Mitzvot d'oraita Mitzvah Day
10	AUt 2	NBe	Theme B- Religion and Life	<ul style="list-style-type: none"> The origins and value of the universe- scientific theories and religious views Understanding Jewish and Christian beliefs about the value of the world and the duty of human beings to protect it. Understanding Christian and Jewish beliefs about the use and abuse of the environment, understanding Understand Jewish and Christian 	<ul style="list-style-type: none"> The origins and value of the universe- scientific theories and religious views Focusing on the understanding religious teachings about the duty to protect the planet. Looking at religious teachings on concepts of stewardship, responsibility, awe and wonder. Applying knowledge and understanding of religious teaching about the origins and value of the world, including the role and place of humans in the 	Cold Calling -Questioning -Homework -Paired/group work -Retrieval practice -Whole class feedback -Common Assessment task	Scientific & Religious Truths; is there a difference? What are the religious teachings about the value of the world? What are the religious perspectives of the use and abuse of the environment? What are the religious responses to the use and abuse of animals?	Universe Big Bang Fundamentalists Christians Liberals Wonder Awe Responsibility Stewardship Dominion Environment Natural resources Abuse Sustainable development Non-renewable resources Deforestation Renewable energy Vegetarian Vegan Evolution

				<p>attitudes towards use and abuse of animals.</p> <ul style="list-style-type: none"> • Understanding the religious beliefs about the origins of human life • Understanding the Jewish and Christian beliefs about abortion • Understanding the Jewish and Christian beliefs about euthanasia • Understanding the Jewish and Christian beliefs about death and an afterlife 	<p>world, to various environmental issues.</p> <ul style="list-style-type: none"> • Applying knowledge and understanding of Christianity and Judaism to the issues of animal experimentation, abuse of animals and the use of animals for food • Outline a scientific theory of the origins of life, e.g the theory of evolution and explain the evidence that supports it. Explore the relationship between evolution and creation. • Explore the arguments for and against abortion, religious attitudes and the legal position in Britain today • Explore the arguments for and against euthanasia, religious attitudes and the different types of euthanasia • Outline the Christian and 		<p>What are the religious teachings of the origins of human life? What Are the Religious Responses to Abortion? What are the Religious Responses to Euthanasia? What are the Religious Views to Death and the Afterlife?</p>	<p>Mutation Adaptation Abortion Quality of Life Sanctity of Life Euthanasia Active Euthanasia Passive Euthanasia Eternity Resurrection</p>
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					Jewish views about life after death and discuss is death the end?			
'10	SPR 1	NBE	Judaism Practices	<ul style="list-style-type: none"> Understanding the origins of the synagogue and the differences between Orthodox and Reform synagogues Understanding the design and religious aspects of a synagogue Understanding the difference between Orthodox and Reform worship in synagogues Understanding the significance of prayer and daily services Understanding the purpose of shabbat and how it is celebrated Understand how shabbat 	<ul style="list-style-type: none"> Exploring what is a synagogue is and the importance to Jewish people Outlining what features both Orthodox and Reform synagogues have and the reasons and importance these features have on worship Outlining the different Jewish groups (Orthodox and Reform). Including the structure of synagogue services. Outline how Jew's worship in public. Explore the significance of prayer for Jews including Amidah Outline the centrality of shabbat to Judaism, the significance of its rituals. Outline the rituals and the different 	<p>Cold Calling</p> <ul style="list-style-type: none"> -Questioning -Homework -Paired/group work -Retrieval practice -Whole class feedback 	<p>What is a Synagogue and why is important to Jewish people?</p> <p>What are the design and religious features of a synagogue?</p> <p>What are the differences between worship in Orthodox and Reform synagogues?</p> <p>What is the significance of prayer for Jews?</p> <p>How is Shabbat worshipped and celebrated in the synagogue?</p> <p>How is Shabbat worshipped and celebrated in the Jewish home?</p> <p>What is the written and oral</p>	<p>Synagogue</p> <p>Minyan</p> <p>Menorah</p> <p>Star of David (Magen David)</p> <p>Worship</p> <p>Bimah</p> <p>Aron Hakodesh</p> <p>Rabbi</p> <p>Ner Tamid</p> <p>Orthodox Jews</p> <p>Reform Jews</p> <p>Cantor (Chazzan)</p> <p>Tallit</p> <p>Tefillin</p> <p>Amidah</p> <p>Shabbat</p> <p>Tenakh</p> <p>Torah</p> <p>Nevi 'im</p> <p>Ketuvim</p> <p>Mishnah</p> <p>Gemara</p> <p>Mezuzah</p> <p>Talmud</p> <p>Rituals</p> <p>Brit Milah</p> <p>Pidyon Ha-Ben</p>

				<p>is celebrated in the Jewish home</p> <ul style="list-style-type: none"> • Understanding what the Jewish scripture contains and why • Considering the importance of rituals in Jewish family life. 	<p>approaches of celebrating shabbat at home from Orthodox and Reform views</p> <ul style="list-style-type: none"> • Understanding the structure of written law (Tenakh) and the oral law (Talmud). Their use and how they are • Understanding ceremonies associated with birth including Brit Milah and understanding their importance to the Jewish people. 		<p>law and the significance in Jewish daily life?</p> <p>What are the ceremonies that are associated with birth?</p>	
10	SPR 2	NBE	Judaism Practices	<ul style="list-style-type: none"> • Understanding the significance of these rites of passage and the meaning of these ceremonies • Rituals and their significance of the marriage ceremony • Rituals and their significance of mourning and death • Dietary laws and their 	<ul style="list-style-type: none"> • Distinguish how Jews celebrate Bar and Bat Mitzvah ceremonies • Comprehend what happens during a Jewish marriage ceremony and the meaning and importance of the ceremony • Understanding Jewish practices associated with death and mourning and their importance • Comprehend the rules relating to kashrut and the 	<p>Cold Calling</p> <p>-Questioning</p> <p>-Homework</p> <p>-Paired/group work</p> <p>-Retrieval practice</p> <p>-Whole class feedback</p> <p>-Common Assessment task</p>	<p>What is the importance of Bar and Bat Mitzvah for Jewish people?</p> <p>What are the rituals and significance of a Jewish marriage?</p> <p>What are the Jewish customs surrounding death and mourning?</p> <p>What are the Jewish dietary laws?</p>	<p>Bar Mitzvah</p> <p>Bat Mitzvah</p> <p>Marriage</p> <p>Chuppah</p> <p>Ketubah</p> <p>Betrothal</p> <p>Mourning</p> <p>Shiva</p> <p>Kaddish</p> <p>Sheloshim</p> <p>Jahrzeit</p> <p>Yizkor</p> <p>Dietary Laws</p> <p>Kosher</p> <p>Trefah</p> <p>Kashrut</p> <p>Rosh Hashanah</p> <p>Yom Kippur</p> <p>Pesach /</p> <p>Passover</p>

				<p>significance including different Jewish views about their importance: Kosher and trefah. Separation of milk and meat</p> <ul style="list-style-type: none"> • Festivals and their importance for Jews in Great Britain today including the meaning of Rosh Hashannah • Festivals and their importance for Jews in Great Britain today including the meaning of Yom Kippur • Festivals and their importance for Jews in Great Britain today including the meaning of Pesach 	<p>different Jewish views about their importance.</p> <ul style="list-style-type: none"> • Understanding the origins, meaning and importance of Rosh Hashanah and for Jews in 21st century Great Britain • Understanding the origins, meaning and importance of Yom Kippur and for Jews in 21st century Great Britain • Understanding the origins, meaning and importance of Pesach and for Jews in 21st century Great Britain 		<p>What is Rosh Hashannah? What is the festival of Yom Kippur? What is the purpose of celebrating Pesach?</p>	
10	Sum 1							

