

**Subject: Religious Education
Year 11 Half Term One**

Core skill focus

Year group: Year 11

Module title: Catholic Philosophy

Length of module: 6 weeks

Module intent / knowledge to be gained

Intent:

The intent of this unit is to develop critical thinking minds that will soak up all the information being taught to them and then formulate a reasonable argument for the existence of God. Students will engage in thoughtful classroom discussion that broadens their knowledge and excitement for the subject. It is intended that students will be able to formulate their own written argument down using each of the lessons within this unit. Each lesson will provide students with the knowledge of how a Catholic Christian believes the universe began, how it was created by God, how God reveals himself to humanity and how God and evil can both exist at the same time.

Knowledge:

The GCSE syllabus followed is Unit A of Edexcel Catholic Christianity. This allows students to gain an in-depth knowledge of Catholic Christianity that includes, the beliefs, and the practices, sources of wisdom and authority and forms of expressions. Students will also develop knowledge of a second religion which is Judaism.

Sequence – where does this module fit? Links to past and future learning:

In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion.

KS4: This is unit two of four that students will complete to ensure knowledge for paper one:

Edexcel Catholic Christianity. The four units are called:

- Beliefs and teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression.

Catholic Philosophy

- Catholic Philosophy
- Family and Relationship

Judaism

- Beliefs and teachings
- Practices

This is the first unit of paper three. There are two units for students to complete on paper three. This is the Christian Theology unit, students will then move onto the Family and Relationships unit before moving onto paper two Judaism. This unit builds upon the work completed in unit one of year nine. Students will sue the foundational knowledge from year nine and build upon and extend that knowledge.

Students will begin by identifying what revelation is and how revelation plays an important role within both the new and old testament. For example, they will learn about Jesus being God's final revelation. This builds upon the knowledge previously learnt in both year 7, 8 and 9. It links the study of Christianity, Old Testament and revelation in year 9.

Students will define the term miracle. Once this is done they will be investigating modern day miracles to give them some added context and some famous historical revelations that include Bernadette at Lourdes. This is something that is taught at the beginning of the GCSE course during pilgrimage.

An important aspect of this unit is the understand of where and how the universe was created. Students will be taught about three different Christian argument for the beginning of the universe. This builds upon the knowledge they learnt during year 9 unit one when they began their first experience into philosophy. Students must now be able to develop their learning and ensure they can create a reasonable argument using the evidence gathered in this unit. The problem of evil is once again taught, as with philosophy this was completed in year 9 unit one.

Key words:

Revelation: The belief that God reveals Himself through: nature, scripture and human experience.

Public Revelation: How God reveals Himself through scripture and the person of Jesus. Public revelation ended with the death of the last apostle.

Private revelation: How God reveals himself through prayer, religious experience, an example of Private revelation is Lourdes.

Visions: An apparition of a heavenly figure such as Our Lady at Lourdes, Fatima and Knock.

Miracles: An event that breaks the laws of nature that can only be explained by God.

William Paley: Christian philosopher who argued that the universe displays evidence of design and therefore must have been designed. He claimed the designer was God.

The universal theory of Cause and Effect: Scientific theory which states that everything has a cause and every cause leads to an effect

The First Cause: According to Aquinas, God is the only thing which does not have a cause. Aquinas argued that God is the first cause of everything.

Cosmological Argument: Aquinas's theory that the cosmos, meaning universe proved the existence of God. Therefore, it means God must have created it

Problem of Evil: The main argument by atheists against the existence of God.

Free Will Defence - The *free will defence* solves the problem of evil by claiming that creatures have power to exert freely some control over their circumstances.

Augustine - He adapted Classical thought to Christian teaching and created a powerful theological system of lasting influence

Religious Experience - A religious experience is when someone feels they have had a direct or personal experience of God.

Staff to follow the following principles when teaching SEN students

- Data rich seating plans with a full rationale
- Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied.
- Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place.
- The use of knowledge organisers and homework to ensure learning is retained.

Gunning fox index to be applied to reading material to assess its suitability for students.

Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	<p align="center"><u>Lesson One – Introduction to Christian Philosophy and GCSE Recap</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The meaning of the word Philosophy and how it has affected Christianity. • The different forms of creation that have been explored. <p>Learning Tasks: Scientific explanations of the existence of the Universe/World prove that God did not create it” Do you agree?</p> <ul style="list-style-type: none"> • Give 2 reasons for your opinion • Give 1 reason why someone may disagree with you <p>Learning Tasks: Students to research both Scientific and Christian theories.</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Know and understand the Cosmological argument for proof of the existence of God Know and understand what the Cosmological argument teaches about the nature of God (AO1)</p> <p align="center"><u>Lesson Two – Revelation</u></p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning. Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Students will be given different choices depending on their skill level.</p> <p>Differentiation will be made by outcomes.</p> <p>Extension recap questions will be on the board for higher ability students. Structure led answers for weaker English writing students.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The two different forms of revelation in the Bible • Whether or not revelation is a proof for the existence of God. <p>Learning Tasks: Students will be shown different forms of revelation both in and outside of the Bible.</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Know and understand revelations as for proof of the existence of God Know and understand what revelations teach about the nature of God (AO1)</p> <p style="text-align: center;"><u>Lesson Three – Miracles</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Different typed of Biblical and non –Biblical miracles. • Why miracles are used as good evidence to support Gods existence for Catholics. • How Miracles can be used as proof for the existence of God <p>Learning Tasks: Students are to research and evaluate the different miracles that have been performed by Jesus in the Bible.</p> <p>Learning Tasks: Students will learn how miracles are decided and the process that comes with making that decision.</p> <p>Intention of Knowledge:</p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning. Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Why do you think God does not reveal himself more often? 2) Describe the negatives of God revealing himself? 3) Why is Jesus the most important revelation for Catholics? 	
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	<p>Know and understand miracles as for proof of the existence of God</p> <p>Know and understand what miracles teach about the nature of God (AO1)</p>		
<p>2</p>	<p style="text-align: center;"><u>Lesson Four – Miracles Investigation</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Different typed of Biblical and non –Biblical miracles. • Why miracles are used as good evidence to support Gods existence for Catholics. • How Miracles can be used as proof for the existence of God <p>Learning Tasks: Students are to research and evaluate the different miracles that have been performed by Jesus in the Bible.</p> <p>Learning Tasks: Students will learn how miracles are decided and the process that comes with making that decision.</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge:</p> <p>Know and understand miracles as for proof of the existence of God</p> <p>Know and understand what miracles teach about the nature of God (AO1)</p> <p style="text-align: center;"><u>Lesson Five – Modern Day Miracles</u></p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>For stretch and challenge students will have to try and provide more than one reason for each answer. Differentiation will also be made by outcomes. Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Lower ability students will be given images to support their work.</p>	<p>Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Different typed of Biblical and non –Biblical miracles. • Why miracles are used as good evidence to support Gods existence for Catholics. • How Miracles can be used as proof for the existence of God <p>Learning Tasks: Students are to research and evaluate the different miracles that have been performed by Jesus in the Bible.</p> <p>Learning Tasks: Students will learn how miracles are decided and the process that comes with making that decision.</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Know and understand miracles as for proof of the existence of God Know and understand what miracles teach about the nature of God (AO1)</p> <p style="text-align: center;"><u>Lesson Six – Miracles Exam Practise</u></p> <ul style="list-style-type: none"> • Students are to complete an exam question to aid their development. <p>Give three types of general revelation [3 marks]. Miracles prove the existence of God [15 marks]</p>	<p>The exam question will be differentiated for all abilities.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Describe the process about how miracles are judged to be miracles. 2) Why doesn't God save everyone who prayers for a miracles. Give both sides to the argument. 	
	<p><u>Lesson Seven – The Causation Argument</u></p>	<p>Structure led answers for weaker English writing students.</p>	<p>Students will learn five key words on the knowledge</p>

<p>3</p>	<p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The causation argument. • How it leads to a belief in God. • Does the argument lead to a belief in God? <p>Learning Tasks: Students to begin by giving Reasons God_does Exist</p> <ul style="list-style-type: none"> • Must give 2 reasons <p>Learning Tasks: Then they will give two reasons why God does not exist.</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Learning Tasks: Students to complete a gap fill exercise about the argument.</p> <p>Intention of Knowledge: Know and understand the Cosmological argument for proof of the existence of God Know and understand what the Cosmological argument teaches about the nature of God (AO1)</p> <p style="text-align: center;"><u>Lesson Eight – The Design Argument</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What the Design Argument is. • The nature of the design argument. • How the argument proves the existence of God. <p>Learning Tasks: Students to begin by understanding why things are designed and how they are designed and finally who they are designed by.</p>	<p>Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups. Differentiation by outcome when giving feedback on the exam question.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Create a reasoned argument using the causation argument. You must create an argument that states God created the universe. <p>Sentence starters there to help lower ability students.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Create a reasoned argument using the design argument. You must create an argument that states God created the universe. <p>Structure led answers for weaker English writing students.</p>	<p>organiser. This will then be tested in the PFL during the next lesson.</p> <p>Complete exam question for homework</p>
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	<p>Learning Tasks: Can you think of anything that has been designed badly in nature?</p> <p>Learning Tasks: Students to complete an exam style question as practise.</p> <p>Intention of Knowledge: Know and understand the Design argument for proof of the existence of God Know and understand what the Design argument teaches about the nature of God (AO1)</p> <p style="text-align: center;"><u>Lesson Nine – The Cosmological Argument</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What the Cosmological argument is. • The nature of the cosmological argument. • Whether the argument proves the existence of God. <p>Learning Tasks: Students will use all of the arguments and put together their own argument from the three that they have learnt.</p> <p>Learning Tasks: Students will also analyse the difference between this argument and the previous lessons argument.</p> <p>Intention of Knowledge: Know and understand the Cosmological argument for proof of the existence of God Know and understand what the Cosmological argument teaches about the nature of God (AO1)</p>	<p>Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Create a reasoned argument using the cosmological argument. You must create an argument that states God created the universe. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups. Differentiation by outcome when giving feedback on the exam question.</p> <p>Sentence starters there to help lower ability students.</p>	
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		Structure led answers for weaker English writing students.	
4	<p style="text-align: center;"><u>Lesson Ten – The Problem of Evil</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The reasons Catholics give for suffering in the world • How suffering can lead to rejection/belief in God • Whether an omnipotent, omniscient, omnibenevolent God would allow us to suffer <p>Learning Tasks: Students must define and find examples of natural and moral evil.</p> <p>Learning Tasks: Students will also define what suffering is and find examples of suffering within their own community. Students will complete an exam question.</p> <p>Learning Tasks: Outline three reasons Catholics might give for the existence of suffering in the world (3 Marks)</p> <p>Intention of Knowledge: Christian solutions to the problem of evil and suffering and a loving God (AO1) Know and understand the biblical, theoretical and practical solutions Christians have suggested to the problem (AO1)</p> <p style="text-align: center;"><u>Lesson Eleven – The Problem of Evil Lesson Two</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The reasons Catholics give for suffering in the world 	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Worksheets with images will be made.</p> <p>Newspaper will already be created to help students who struggle with writing. It will become a gap filling exercise for them.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Evil is an absence of God. Write an extended response to this statement. You must argue both sides. <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Worksheets with images will be made</p>	<p>Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<ul style="list-style-type: none"> • How suffering can lead to rejection/belief in God • Whether an omnipotent, omniscient, omnibenevolent God would allow us to suffer <p>Learning Tasks: Students must define and find examples of natural and moral evil.</p> <p>Learning Tasks: Students will also define what suffering is and find examples of suffering within their own community. Students will complete an exam question.</p> <p>Learning Tasks: Outline three reasons Catholics might give for the existence of suffering in the world (3 Marks)</p> <p>Intention of Knowledge: Christian solutions to the problem of evil and suffering and a loving God (AO1) Know and understand the biblical, theoretical and practical solutions Christians have suggested to the problem (AO1)</p>	Students will be given historical questions to stretch and challenge.	
5	<p style="text-align: center;"><u>Lesson Nine– Celebration of Knowledge</u></p> <p>Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p style="text-align: center;"><u>Lesson Ten – DIRT Feedback</u></p> <p>Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>	IRT feedback is to differ depending on each student and the work that they have completed.	Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.
	<p style="text-align: center;"><u>Lesson Eleven – Reteach Lesson</u></p>	Knowledge organisers can be used to aid any students who feel	Students will learn five key words on the knowledge organiser. This will then be

<p>6</p>	<p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><u>Lesson Twelve– Reteach lesson Two</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>tested in the PFL during the next lesson.</p> <p>Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
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**Subject: Religious Education
Year 11 Half Term One**

Core skill focus

Year group: Year 11

Module title: Catholic Family and Relationships

Length of module: 6 weeks

Module intent / knowledge to be gained

Intent:

The aim of this unit is to develop students' knowledge about life and important aspects such as relationships. Students will be given the opportunity to use Catholic teachings about relationships, sex and marriage to aid their own relationships and one day help them make decisions about their future. It is also intended to teach students about contraception, the importance of sex and a successful relationship. All of this is done through the Catholic view but it is also important to understand how society has changed and to educate the students about contraception through the Catholic Church.

Knowledge:

In this unit pupils focus on Catholic family and relationships. The GCSE syllabus followed is Unit A of Edexcel Catholic Christianity. This allows students to gain an in-depth knowledge of Catholic Christianity that includes, the beliefs, and the practices, sources of wisdom and authority and forms of expressions. Students will also develop knowledge of a second religion which is Judaism.

Sequence – where does this module fit? Links to past and future learning:

In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion.

KS4: This is unit two of four that students will complete to ensure knowledge for paper one:

Edexcel Catholic Christianity. The four units are called:

- Beliefs and teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression.

Catholic Philosophy

- Catholic Philosophy
- Family and Relationship

Judaism

- Beliefs and teachings
- Practices

This is the second unit of paper three and the focus is about the Catholic beliefs about families and relationships. This unit is the first time during the learning journey that students will have looked at these topics. Therefore, the knowledge they will have gained previously will not have been from a Religious perspective. This unit aims to take their pre conceived ideas and

Students will be able to understand and describe the view of the Catholic Church in regards to marriage and family planning. It is important for students to be able to understand why a Catholic has their beliefs. Students will study certain sources of wisdom and authority that define the Catholic view on sexuality and relationships. There will also be an opportunity for students to analyse this within our modern context of relationships and see how views have changed. Students will also be able to recall the different types of contraception used and which one is accepted by the Catholic Church. It is vital that students are able to identify the safest forms of contraception not only for their studies but also for their own lives and making important family decisions when they are older. Students need to evaluate the importance of family and how not only do we have our own biological family but the importance of the family of the Church and the support that it can give. For example, during a divorce the Catholic Church will offer support to that family. Relationships and the view of the Catholic Church will also be taught. Students will learn about the Catholic view on equality and how Jesus taught about equality during his ministry.

knowledge and ensure they know what the Catholic belief of families and relationships are rather than the society.

<p>Key words:</p> <p>Marriage – The legal and Religious union of a man and wife, promising to love and cherish one another. In in the catholic tradition marriage can only be ended by death.</p> <p>Cohabitation - Living as man and wife without being married.</p> <p>Eros Love – The love between a man and wife that is deemed as passionate and romantic.</p> <p>Sexual Relationships - Bringing together a man and a woman who are married for the purpose of having children.</p> <p>Contraception – The deliberate use of methods to stop a pregnancy. For example, a condom or the female contraceptive pill.</p> <p>Natural Contraception: Limiting sexual activity to the infertile period of a women’s menstrual cycle – allowed by the Catholic Church as a ‘natural’ method of contraception.</p> <p>Artificial Contraception: artificial methods of contraception such as the Pill and Condoms – forbade by the Catholic Church since Humane Vita 9Paope Paul VI).</p> <p>Pre-Marital Sex: Having sex before marriage, viewed as undignified by the Catholic Church.</p> <p>Homosexuality: Sexual attraction to the same sex.</p> <p>Same Sex Marriage: Civil marriage between homosexual couples. Not recognised by the Catholic Church as the Bible defines marriage as a union between male and female.</p> <p>Extramartial sex: Sexual activity with a person other than one’s husband or wide, also known as ‘Adultery’.</p> <p>Divorce: The legal ending of a Marriage. Not accepted by the Catholic Church for a sacramental marriage.</p> <p>Discrimination: Treating people less favourably because of their gender, ethnicity, colour, sexuality age and class.</p>		<p>Staff to follow the following principles when teaching SEN students</p> <ul style="list-style-type: none"> - Data rich seating plans with a full rational - Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied. - Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place. - The use of knowledge organisers and homework to ensure learning is retained. <p>Gunning fox index to be applied to reading material to assess its suitability for students.</p>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
	<p><u>Lesson One – The Purpose of Marriage in Christianity</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What Catholic beliefs about marriage are • Why Catholics believe it is important to get married 	<p>Students will be given the following:</p> <p>Extra Time to write down the answers if needed.</p> <p>Pictures to aid their learning.</p>	<p>Knowledge Organiser –</p> <p>Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>1</p>	<ul style="list-style-type: none"> Why Catholics see marriage is so important and why God needs to be a part of their life. <p>Learning Tasks: Students are to firstly understand the reasons why people want to get married in general before they evaluate why Catholics want to get married.</p> <p>Learning Tasks: Students to answer exam questions: Outline three features of a Catholic marriage (3marks)</p> <p>Intention of Knowledge: Know and understand the significance and purpose of marriage for Catholics (AO1) Know and understand Catholic teachings about marriage Assess and analyse the importance of these beliefs for Catholics (AO2)</p> <p style="text-align: center;"><u>Lesson Two – Sexual Relationships</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> The Catholic view towards sexual relationships A different Christian attitude and belief towards sexual relationships <p>Learning Tasks: Students to compare and contrast the different views on having sex before marriage.</p> <p>Learning Tasks: Students must also be able to identify the different forms on contraception.</p> <p>Learning Tasks: Explain TWO reasons why sexual relationships are important for Catholic married couples in your answer you must refer to a source of wisdom and authority</p> <p>Intention of Knowledge: Know and understand Catholic teaching about the importance of sexual relationships (AO1)</p>	<p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Students will be given different choices depending on their skill level.</p> <p>Differentiation will be made by outcomes.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> In your opinion why are the numbers of people wanting to get married on the decline? <p>Extension recap questions will be on the board for higher ability students. Structure led answers for weaker English writing students.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> State the benefits of not having sex until marriage 	
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	<p style="text-align: center;"><u>Lesson Three – Contraception</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The names of different forms of contraceptives and explain how they are used • The Catholic Churches attitude toward contraception <p>Learning Tasks: Students will look at the following sentence and think of a response. Couples may use contraception because....</p> <p>Learning Tasks: Outline three examples of artificial contraception (3marks)</p> <p>Learning Tasks: Explain two reasons why the Catholic Church is against the use of artificial contraceptives. (4marks)</p> <p>Intention of Knowledge: Know and understand Catholic teaching about the importance of sexual relationships (AO1)</p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning. Students with any dyslexia will be given the opportunity of an overlay.</p>	
	<p style="text-align: center;"><u>Lesson Four – The Purpose of a Catholic Family</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Reasons why family is important to Catholics • Why family is so important to the future of Catholic belief <p>Learning Tasks: Write down ten words you have used this lesson. One sentence about what you have learnt One question for next lesson.</p> <p>Learning Tasks: Explain TWO reasons why sexual relationships are important for Catholic married couples in your answer you must refer to a source of wisdom and authority (5MARKS)</p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>For stretch and challenge students will have to try and provide more than one reason for each answer.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

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Intention of Knowledge:

Know and understand Catholic teaching about the importance of a Catholic family structure (AO1)

Lesson Five – The Sanctity of Life

By the end of this lesson the students will have the following knowledge:

- Why life is special and a gift from God
- Why suicide is deemed a sin and analyse that Christian belief
- Evaluate whether or not humans have the right to decide who lives and who dies.

Learning Tasks: What examples can you find to show that humans seem to treat life cheaply?

Learning Tasks: Students to watch a video and answer the following questions:

- Write a list of reasons why George Carlin doesn't agree that life is sacred.
- Which of George's reasons do you agree with the most?

Intention of Knowledge:

Know and understand Catholic teaching about the sanctity of life (AO1)

Lesson Six – Abortion

- Understand – The importance of life
- Explain – Why it is a gift from God.
- Evaluate – Whether we have the right to choose when we die.

Stretch and Challenge:

- 1) Has the role of a family changed over the last one hundred years?

Differentiation will also be made by outcomes.

Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.

Lower ability students will be given images to support their work.

The exam question will be differentiated for all abilities.

Stretch and Challenge:

- 1) I want you to write an argument stating why someone would be prolife. This must be an extended piece of writing.

	<p>Lesson to begin with questions from the knowledge organiser. Students will create a spider diagram with all the reasons for and against abortion. Students must make their own decision. Choose a question below to answer: “It is too easy to get an abortion.” Do you agree? (3) “A doctor’s job is to save life, not end it.” Do you agree? (3) “The government doesn’t have the right to tell a woman what she is or isn’t allowed to do with her body.” Do you agree? (3)</p>		
3	<p><u>Lesson Seven – Attitudes Towards Homosexuality</u></p> <ul style="list-style-type: none"> • Outline what homosexuality is. • Explain the Catholic view towards homosexuality. • Evaluate the differences between Catholic views and Protestant views towards homosexuality. <p>1) Which of the Churches attitudes do you agree with the most Explain why 2) Which of the churches attitudes do you agree with the least?</p> <p><u>Lesson Eight –Equality in the Bible</u></p> <ul style="list-style-type: none"> • To be able to evaluate why equality is important. • To be able to explain the difference using examples between inequality and equality. • To be able to understand and describe the key concepts for this lesson. <p>Write down a list of jobs only men or women can do. It is actually very difficult because we are a lot more equal today. “The Christian Church is sexist”. Give two reasons why a religious believer might agree or disagree with this statement. (4)</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups. Differentiation by outcome when giving feedback on the exam question.</p> <p>Stretch and Challenge:</p> <p>1) Equality can never be achieved. Do you agree with this statement?</p> <p>Sentence starters there to help lower ability students.</p> <p>Structure led answers for weaker English writing students.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<p style="text-align: center;"><u>Lesson Nine – Exam Question</u></p> <p>a) <u>“Using Contraception should not be seen as a sin”</u> Evaluate this statement considering arguments for and against. In your response you should:</p> <ul style="list-style-type: none"> • Refer to Catholic teachings • Refer to different Christian points of view • Refer to non-religious points of view • Refer to relevant ethical arguments • Reach a justified conclusion 	<p>Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Differentiated questioning and outcomes for higher ability students.</p> <p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups.</p>	<p>Complete exam question for homework</p>
<p style="text-align: center;">4</p>	<p style="text-align: center;"><u>Women in the Church</u></p> <ul style="list-style-type: none"> • Understand that there are different opinions about the role of women in Christianity. • Explain what the bible says about the role of men and women in Christianity. • Investigate why many Christians disagree on whether a woman can become a leader in a church. <p>List the qualities that you think that a man and then a woman can bring to the role of Priest. Do you think that they can both give something valuable to the role, or that one is better than the other? Why?</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Differentiated questioning and outcomes for higher ability students. Worksheets with images will be made. Newspaper will already be created to help students who</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

		<p>struggle with writing. It will become a gap filling exercise for them.</p> <p>Differentiated questioning and outcomes for higher ability students. Worksheets with images will be made</p> <p>Students will be given historical questions to stretch and challenge.</p>	
5	<p><u>Lesson Nine– Celebration of Knowledge</u> Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p><u>Lesson Ten – DIRT Feedback</u> Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>	<p>IRT feedback is to differ depending on each student and the work that they have completed.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
	<p><u>Lesson Eleven – Reteach Lesson</u> Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn.</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>6</p>	<p>Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><u>Lesson Twelve– Reteach lesson Two</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future.</p> <p>This should be the second half of the half term condensed into the main points you want the students to re learn.</p> <p>Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress.</p> <p>Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser –</p> <p>Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
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**Subject: Religious Education
Year 11 Half Term Three**

Core skill focus

Year group: Year 11	Module title: Judaism Beliefs and Teachings	Length of module: 6 weeks
<p>Module intent / knowledge to be gained</p> <p>Intent: The aim of this unit is to further develop the students understanding of the religion of Judaism which they have already studied in year 8. It is also important to give the students a Religion they are able to compare and contrast to that of Catholic Christianity. We are aiming to engage students with the knowledge of Jewish belief and teachings for a number of reasons. The first being, it is important for their GCSE exam that they can understand and describe why a Jewish person lives the way that they do. Secondly, there are Jewish communities in Liverpool and our students need to be able to respect their values and beliefs.</p> <p>Knowledge: The students will develop their knowledge of the practices within the religion of Judaism. To begin with this unit builds upon the knowledge quired during year 8 unit two and unit three. Students should already have a good understanding of the beliefs and teachings; the aim of this unit is to develop that further and enable students to be able to write extended writing on the topics.</p>	<p>Sequence – where does this module fit? Links to past and future learning:</p> <p>In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion.</p> <p>KS4: This is unit two of four that students will complete to ensure knowledge for paper one: Edexcel Catholic Christianity. The four units are called:</p> <ul style="list-style-type: none"> • Beliefs and teachings • Practices • Sources of Wisdom and Authority • Forms of Expression. <p>Catholic Philosophy</p> <ul style="list-style-type: none"> • Catholic Philosophy • Family and Relationship <p>Judaism</p> <ul style="list-style-type: none"> • Beliefs and teachings • Practices <p>Judaism has been taught in year 8 in depth and students will pick up this knowledge and try to recall what they have learnt from year 8. This is the final topic for year 11 to complete until their exam.</p>	

<p>Students will have an introduction to the Religion of Judaism and its beliefs. There will be an introduction to the three different types of Jewish denominations and how their beliefs are different. This is important because it allows students to understand that like Christianity not everyone believes the same thing. Also, it grows their knowledge that they are then able to adapt and put into their exam answers.</p> <p>They will examine firstly how God; the Shekinah and the messiahship are all linked.</p> <p>Students will learn about the different rules Jewish people live by, this includes food, daily worship and what they wear. It is important that students understand why a Jewish person lives the way they do, it enables our students to have a level of respect and understanding in the future and also allow them to broaden their horizons.</p> <p>Students will take the information they have learnt from year 8 and add depth to their knowledge. This will be done through recap quizzes during the prepare for learning and also through the knowledge organiser homework.</p>	<p>These are the building blocks that will allow student to use the knowledge they gain in a historical context. It will embed skills learned previously and extend their knowledge of skills so that they become more proficient. They will be able to take this knowledge onto sixth form, college and university.</p>
<p>Key words:</p> <p>The Almighty – A name given to God by the Jewish people. Using referring to him having all power.</p> <p>Hashem – A different way of referring to God in Judaism because his name is deemed to Holy or special to be used.</p>	<p>Staff to follow the following principles when teaching SEN students</p> <ul style="list-style-type: none"> - Data rich seating plans with a full rationale - Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied. - Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not

<p>Law Giver – The nature of God that Jews believe created the 613 Mitzvah in the Torah.</p> <p>Messiah – The belief that someone will come in the future and save the Jewish people. This person will be a warrior and a leader.</p> <p>Shekinah - The English transliteration of a Hebrew word meaning "dwelling" or "settling" and denotes the dwelling or settling of the divine presence of God.</p> <p>Tenakh - The word Tanakh is an acronym for Torah, Nevi'im, and Ketuvim, meaning Law, Prophets, and Writings, respectively.</p> <p>Talmud – A collection of historical Rabbi's and their discussing and debating of what the Torah is.</p> <p>Oral tradition - Oral tradition is information passed down through the generations by word of mouth that is not written down. This includes historical and cultural traditions, literature and law.</p> <p>The Wailing Wall – The surviving part of the wall which was once Herod's temple. Jews traditionally gather for prayers outside this wall.</p> <p>Mazel Tov – The words spoken at the end of the wedding meaning congratulations and good luck.</p> <p>The Torah - The law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures</p> <p>Reform Judaism – A denomination of Judaism that has embraced cultural changes and emphasizes the evolving nature of faith.</p> <p>Orthodox Judaism - A denomination that teaches a strict following of the Jewish Mitzvah from the Torah.</p>		<p>being retained and retrieved. Re-teaching must take place.</p> <ul style="list-style-type: none"> - The use of knowledge organisers and homework to ensure learning is retained. <p>Gunning fox index to be applied to reading material to assess its suitability for students.</p>	
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
	<p><u>Lesson One – Judaism Introduction</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What it means to be Jewish and be able to explain some of the keywords. • The difference between a religious Jew, cultural Jew. 	<p>Students will be given the following:</p> <p>Extra Time to write down the answers if needed.</p> <p>Pictures to aid their learning.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>1</p>	<ul style="list-style-type: none"> The difference between a reform Jew and a Modern Orthodox Jew. <p>Learning Tasks: Students to begin by watching video and writing down all of the words they have never heard of before.</p> <p>Learning Tasks: Below are two of the most important symbols of Judaism. Draw each into your exercise book and add a brief explanation for it.</p> <p>Learning Tasks: Name and Write three pieces of information you know about the building shown, (image of a Synagogue).</p> <p>Intention of Knowledge: Demonstrate knowledge and understanding of the nature and characteristics of God within the tradition of Judaism, with reference to sources of authority (AO1)</p> <p style="text-align: center;"><u>Lesson Two – Jewish Belief About God</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> Describe what Jews believe about God. Explain teachings from the Torah. <p>Learning Tasks: Students to research the different denominations within Judaism and what each believes.</p> <p>Learning Tasks: Students to be describing the different names for God and match each name with the description.</p> <p>Intention of Knowledge: Demonstrate knowledge and understanding of the nature and characteristics of God within the tradition of Judaism, with reference to sources of authority (AO1)</p> <p style="text-align: center;"><u>Lesson Three – The Synagogue</u></p> <p>By the end of this lesson the students will have the following knowledge:</p>	<p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task. Video questions will be Differentiated for stretch and challenge.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> Describe the difference between the Christian belief about God and the Jewish belief about God. Explain how the Jewish teachings about God effect a Jewish person’s life. <p>Lower ability students will have less images to match. Higher ability students need to write a short sentence with each describing what they know as a stretch and challenge.</p>	<p>Knowledge Organiser –</p>
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	<ul style="list-style-type: none"> Describe the main features inside a synagogue and explain how they are used for worship. Why worship in a synagogue is important for Jews and explain some of the differences between a Modern Orthodox Synagogue and a reform synagogue. Recognise and evaluate the differences between a Reform synagogue and a Modern Orthodox Synagogue. <p>Learning Tasks: Students will be asked to do the following: 1) Watch the video 2) Try see if you can explain what the different keywords mean You might not get them all but you should try to get as many as you can</p> <p>Learning Tasks: Students to complete an exam question as practise.</p> <p>Learning Tasks: Imagine you have been asked to lead a group of students round a Synagogue</p> <ol style="list-style-type: none"> Must Explain how a person must dress before they go into the synagogue and how they should behave. <p>Intention of Knowledge:</p> <p>Know and understand how worship is expressed in the Torah (AO1)</p> <p>Assess and analyse the importance and modern relevance of synagogue services for the Jewish community (AO2)</p>	<p>Will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task. Video questions will be Differentiated for stretch and challenge.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Lower ability students will have less images to match. Higher ability students need to write a short sentence with each describing what they know as a stretch and challenge.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> Can worship be completed outside of the synagogue? 	<p>Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
	<p style="text-align: center;"><u>Lesson Four – Shabbat</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> The main celebrations and practices that take place at Shabbat using subject specific keywords and simply explain why these rules are observed. 	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>2</p>	<ul style="list-style-type: none"> • How the festival of Shabbat is celebrated using keywords and explain some of the challenges that celebrating Shabbat presents. • How important and practical it is for Jews in Britain to celebrate Sabbath on a weekly basis and observe all the mitzvah related to the festival. <p>Learning Tasks: Students will answer this question to start with. 'If you had a day of rest (not allowed to do any work) what would you do?'</p> <p>Learning Tasks: Students to complete an exam question as practise.</p> <p>Learning Tasks: Students are then to create a diamond nine and if they finish that, as a challenge task they are to complete the questions on the worksheet.</p> <p>– Watch the video</p> <p>2) When its finished answer the questions</p> <p>a) What did you see the Jewish Treats doing to celebrate Shabbat that we have learnt about in this lesson?</p> <p>Why do you think the Jewish Treats made this video?</p> <p>Intention of Knowledge:</p> <p>Know and understand the nature and purpose of celebrating Shabbat (AO1)</p> <p>Jews often call the day Shabbat, which is Hebrew for Sabbath and which comes from the Hebrew word for rest.</p> <p>Know and understand how Shabbat is celebrated in the home and in the synagogue with reference to teachings in the Torah (AO1)</p>	<p>Quizzes will have sentence starters and key words for the lower ability students.</p> <p>For stretch and challenge students will have to fill in more information about their earth.</p> <p>Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Lower ability students will be given images to support their work.</p> <p>Students will be given the following:</p> <p>Extra Time to write down the answers if needed.</p> <p>Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Quizzes will have sentence starters and key words for the lower ability students.</p>	
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	<p style="text-align: center;"><u>Lesson Five – Passover</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • How Passover is celebrated using correct keywords. • How Passover celebrations create a link between Jewish people’s history and present day Judaism and why this is important. • Assess and highlight some of the difficulties for British Jews celebrating Passover in 21st century Britain. <p>Learning Tasks: I am going to show you 8 pictures of different foods. Write down the name of the food and what special day or time of the year the food is eaten.</p> <p>Learning Tasks: Students to complete an exam question as practise.</p> <p>Intention of Knowledge: Demonstrate knowledge and understanding of the nature, history, purpose and significance of Jewish festivals (AO1) Demonstrate knowledge and understanding of the meaning of several festivals (AO1)</p> <p style="text-align: center;"><u>Lesson Six – The Shekinah</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Describe what the Shekinah is a how it impacts on Jews daily lives. • The origin of the Jewish belief in the Shekinah. 	<p>For stretch and challenge students will have to fill in more information about their earth.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Is Passover still as important today as it has always been? <p>Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Lower ability students will be given images to support their work.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
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	<ul style="list-style-type: none"> • How Jews can bring the Shekinah into their daily lives. <p>Learning Tasks: Lesson begins with PFL from knowledge organisers. Shekinah is the word used to describe the places where G-d dwells (lives) in the world.</p> <p>Learning Tasks: It is used to describe the times that G-d was revealed to humans in the Torah. The students need to develop this statement and understand its meaning.</p> <p>Intention of Knowledge:</p> <p>Know and understand the nature and importance of Shekinah (AO1)</p> <p>Know and understand how the understandings of Shekinah are reflected in Jewish communities today (AO1)</p> <p>Assess and analyse the importance of these beliefs for Jews (AO2)</p>		
3	<p style="text-align: center;"><u>Lesson Seven – Messiahship</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What the Messiah will be. • Why belief in a Messiah is an important part of Jewish belief. • Predict how life might change for Jews if the messiah arrives. <p>Learning Tasks: Lesson begins with PFL from knowledge organisers.</p> <p>Learning Tasks: What is the most important quality a leader should have?</p>	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups.</p>	<p>Knowledge Organiser –</p> <p>Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<p>Why?</p> <p>Learning Tasks: Outline three ways that Jews describe the Messiah.</p> <p>Intention of Knowledge:</p> <p>Know and understand the nature and purpose of the Messiah (AO1):</p> <p>Know and understand how the nature and purpose of the Messiah are shown in the scriptures and how these beliefs are interpreted by different denominations of Judaism (AO1)</p> <p>Assess and analyse the significance of the Messianic Age for Jews and why this is still important today (AO2)</p> <p>Know and understand the importance of the covenant for Jews (AO1)</p> <p style="text-align: center;"><u>Lesson Eight – Tenkah and Talmud</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What the Tenkah and Talmud are. • How/why the Tenkah and Talmud are important to Jews. • The challenges surrounding religious scripture from an oral tradition. <p>Learning Tasks: Lesson begins with PFL from knowledge organisers.</p> <p>1) What do traditional people believe about the Torah? 2) What do less traditional people believe?</p> <p>Learning Tasks: Students to answer these two questions at the end of the lesson.</p>	<p>Sentence starters there to help lower ability students.</p> <p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Differentiated questioning and outcomes for higher ability students.</p> <p>The higher ability students will be given less information to use.</p> <p>Students who require extra information and support worksheets they will be provided.</p>	<p>Knowledge Organiser –</p> <p>Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
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	<p>Learning Tasks: Students to complete an exam style question.</p> <p>Learning Tasks: Students to complete a gap fill worksheet to complete the lesson.</p> <p>Intention of Knowledge:</p> <p>Demonstrate knowledge and understanding of the nature and purpose of Jewish public acts of worship (AO1)</p> <p>Know and understand how worship is expressed in the Torah (AO1)</p> <p style="text-align: center;"><u>Lesson Nine – Bar/Bat Mitzvah Celebration</u></p> <p>By the end of this lesson the students will have gained the following knowledge:</p> <ul style="list-style-type: none"> • What a Bar Mitzvah is • At what age do Jews consider they are adults • Why the Bar Mitzvah is important for all Jews • Basic facts about Bar and Bat Mitzvah <p>Students will complete tasks on the following areas:</p> <p>Learning Tasks: Describe what your Bar/Bat Mitzvah is including some of the things you would have to wear.</p> <p>Learning Tasks: Explain what you will have to do during your Bar/Bat Mitzvah and explain why you will be doing it.</p> <p>Learning Tasks: Analyse how you are feeling about your Bar/Bat Mitzvah.</p> <p>Intention of Knowledge:</p> <p>Know and understand how Jewish laws are reflected in Jewish communities today (AO1)</p>		
4	<p style="text-align: center;"><u>Lesson Nine – Kosher Foods and Law</u></p> <p>By the end of this lesson the students will have gained the following knowledge:</p>	Structure led answers for weaker English writing students.	Knowledge Organiser – Students will learn five key words on the knowledge organiser. This

	<p>Know and understand Jewish teachings about marriage (AO1)</p> <p>Know and understand how marriage is shown in the Torah (AO1)</p>		
5	<p><u>Lesson Nine– Celebration of Knowledge</u></p> <p>Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p><u>Lesson Ten – DIRT Feedback</u></p> <p>Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>	<p>IRT feedback is to differ depending on each student and the work that they have completed.</p>	<p>Knowledge Organiser –</p> <p>Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>
6	<p><u>Lesson Eleven – Reteach Lesson</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future.</p> <p>This should be the first half of the half term condensed into the main points you want the students to re learn.</p> <p>Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p><u>Lesson Twelve– Reteach lesson Two</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future.</p> <p>This should be the second half of the half term condensed into the main points you want the students to re learn.</p> <p>Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress.</p> <p>Word banks, sentence starters will be available to those students who need them.</p> <p>Students who need to be stretched and challenged will be done so by outcome also.</p> <p>Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress.</p> <p>Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>

**Subject: Religious Education
Year 11 Half Term Four**

Core skill focus

Year group: Year 11

Module title: Judaism Practices

Length of module: 6 weeks

Module intent / knowledge to be gained

Intent:

The aim of this unit is to continue the development of their Jewish studies and this time they will use their knowledge about beliefs and teachings to understand how they will use these to help their studies of practices. We are aiming to engage students with the knowledge of Jewish belief and teachings for a number of reasons. The first being, it is important for their GCSE exam that they can understand and describe why a Jewish person lives the way that they do. Secondly, there are Jewish communities in Liverpool and our students need to be able to respect their values and beliefs.

Knowledge:

In this unit pupils focus on Jewish beliefs and practices. The GCSE syllabus followed is Unit A of Edexcel Catholic Christianity. This allows students to gain an in-depth knowledge of Catholic Christianity that includes, the beliefs, and the practices, sources of wisdom and authority and forms of expressions. Students will also develop knowledge of a second religion which is Judaism.

Sequence – where does this module fit? Links to past and future learning:

In developing the KS3 SOW DLSA is mindful of the both the National Framework for Catholic Schools: Come and See and the local SACRE areas of study (Liverpool and Knowsley). The SOW is sequenced in such a way that it builds directly on Come and See, yet allows for the development of knowledge of key areas of Roman Catholic Christianity that students from the county sector will have little or no knowledge of having taken a thematic approach to the study of religion.

KS4: This is unit two of four that students will complete to ensure knowledge for paper one:

Edexcel Catholic Christianity. The four units are called:

- Beliefs and teachings
- Practices
- Sources of Wisdom and Authority
- Forms of Expression.

Catholic Philosophy

- Catholic Philosophy
- Family and Relationship

Judaism

- Beliefs and teachings
- Practices

Judaism has been taught in year 8 in depth and students will pick up this knowledge and try to recall what they have learnt from year 8. This is the second and final topic for year 11 to complete until their exam.

These are the building blocks that will allow student to use the knowledge they gain in a historical context. It will embed skills learned previously and extend their knowledge of skills so

<p>The students will develop their knowledge of the practices within the religion of Judaism. They will examine firstly how God; the Shekinah and the messiahship are all linked. Students will have an introduction to the Religion of Judaism and its beliefs.</p> <p>Students will use the information they have learnt from unit two of year to understand how Jews take their beliefs and teachings and turn them into their practices. Students will be given the opportunity to look at each practise individually and understand how each practise effects their lives daily. Students will learn about practices such as pilgrimage, celebrations, marriage and Jewish funerals.</p>	<p>that they become more proficient. They will be able to take this knowledge onto sixth form, college and university.</p>
<p>Key words:</p> <p>The Almighty – A name given to God by the Jewish people. Using referring to him having all power.</p> <p>Hashem – A different way of referring to God in Judaism because his name is deemed to Holy or special to be used.</p> <p>Messiah – The belief that someone will come in the future and save the Jewish people. This person will be a warrior and a leader.</p> <p>Shekinah - The English transliteration of a Hebrew word meaning "dwelling" or "settling" and denotes the dwelling or settling of the divine presence of God.</p> <p>Talmud – A collection of historical Rabbi’s and their discussing and debating of what the Torah is.</p> <p>Jerusalem – This is the holy city for Jews. The will come here on pilgrimage and head to the wailing wall.</p> <p>The Wailing Wall – The surviving part of the wall which was once Herod’s temple. Jews traditionally gather for prayers outside this wall.</p>	<p>SEN</p> <p>Staff to follow the following principles when teaching SEN students</p> <ul style="list-style-type: none"> - Data rich seating plans with a full rational - Model responses to scaffold pupils who need additional support to demonstrate how knowledge is to be applied. - Re-teach weeks based upon the data gained from assessment points – where sufficient knowledge is not being retained and retrieved. Re-teaching must take place. - The use of knowledge organisers and homework to ensure learning is retained. <p>Gunning fox index to be applied to reading material to assess its suitability for students.</p>

<p>The Ketubah – This is a Jewish marriage contract that is signed at the beginning of the wedding ceremony. It outlines the rights and responsibilities of the man and wife.</p> <p>Mazel Tov – The words spoken at the end of the wedding meaning congratulations and good luck.</p> <p>Mishnah – Six books that took the oral tradition of Judaism and formed the first part of the Talmud.</p> <p>Pilgrimage – The act of going somewhere for devotion.</p>			
Week number	Learning activity / intention of knowledge	Stretch & Support activities	Homework
1	<p><u>Lesson One – Public Acts of Worship</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • The 3 times services in a Synagogue might take place • What happens at 2 of the 3 services <p>Learning Tasks: Students are going to use their GCSE RE textbook to. Explain what happens in the main Shabbat service. 2) Explain what happens at the Daily Service in a Synagogue 3) Explain why Synagogue services are important.</p> <p>Learning Tasks: Students to complete an exam question.</p> <p>Intention of Knowledge:</p> <p>Demonstrate knowledge and understanding of the nature and purpose of Jewish public acts of worship (AO1)</p> <p>Know and understand how worship is expressed in the Torah (AO1)</p> <p><u>Lesson Two – Tenkah and Talmud</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What the Tenkah and Talmud are. 	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay.</p> <p>Stretch and challenge questions will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task. Video questions will be Differentiated for stretch and challenge.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Some argue that the Tenkah and Talmud are 	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<ul style="list-style-type: none"> • How/why the Tenkah and Talmud are important to Jews. • The challenges surrounding religious scripture from an oral tradition. <p>Learning Task: Lesson begins with PFL from knowledge organisers.</p> <p>Learning Tasks: 1) What do traditional people believe about the Torah? 2) What do less traditional people believe? Students to answer these two questions at the end of the lesson.</p> <p>Learning Tasks: Students to complete an exam question</p> <p>Learning Tasks: Students to complete a gap fill worksheet to complete he lesson.</p> <p>Intention of Knowledge: Know and understand the nature and importance of Jewish law in the Tenakh and the Talmud (AO1)</p> <p style="text-align: center;"><u>Lesson Three – Jewish Pilgrimage</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Identify Israel on a map and describe the main Jewish pilgrimage sites located. • Why visiting the Western Wall is so important to Jews. • The differences that must be observed by women and men when visiting the wall. 	<p>more informative than the Torah. Do you agree with this statement?</p> <p>Students with any dyslexia will be given the opportunity of an overlay. Lower ability students will have less images to match. Higher ability students need to write a short sentence with each describing what they know as a stretch and challenge.</p> <p>will be available throughout the lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task. Video questions will be Differentiated for stretch and challenge.</p> <p>Students with any dyslexia will be given the opportunity of an overlay. Lower ability students will have less images to match. Higher ability students need to write a short sentence with each describing what they know as a stretch and challenge.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This</p>
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	<p>Learning Tasks: Lesson begins with PFL from knowledge organisers.</p> <p>Learning Tasks: Using yellow sticky notes students will write something they would like to thank or ask God for. Students must put the pilgrimage in the correct order of events in groups.</p> <p>Learning Tasks: Evaluation of why they put these in the specific order they have.</p> <p>Learning Tasks: Students to complete an exam question</p> <p>Intention of Knowledge: Assess and analyse the importance of having different forms of prayers (AO2)</p>	<p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) State the importance of Judaism for both Jewish and Catholic people. 	<p>will then be tested in the PFL during the next lesson.</p>
2	<p style="text-align: center;"><u>Lesson Four – Sanctity of Life/Life After Death</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What the sanctity of life is. • How the sanctity of life is the most important mitzvot Jews must follow. • Examine some of the challenges that face Jews when keeping the laws around the sanctity of life. <p>Learning Tasks: Lesson begins with PFL from knowledge organisers.</p> <p>Learning Tasks: Students will describe why life is important and list all the things that make life special to them.</p> <p>Learning Tasks: Students to complete an exam question</p> <p>Intention of Knowledge: Know and understand how Jewish laws are reflected in Jewish communities today (AO1)</p>	<p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay. Quizzes will have sentence starters and key words for the lower ability students. For stretch and challenge students will have to fill in more information about their earth.</p> <p>Stretch and challenge questions will be available throughout the</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<p>Assess and analyse the importance and implications of Jewish food laws, including those from divergent traditions (AO2)</p> <p style="text-align: center;"><u>Lesson Five – Jewish Wedding</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Why marriage is so important to Jewish people. • The main religious customs that take place at a Jewish marriage and be able to explain their symbolism. • The differences between a Catholic marriage and a Jewish marriage. <p>Learning Tasks: Lesson begins with PFL from knowledge organisers.</p> <p>Learning Tasks: Spider diagram to give as many reasons as you can a couple might want to get married.</p> <p>Learning Tasks: Students to complete an exam question</p> <p>Intention of Knowledge:</p> <p>Know and understand how worship is expressed in the Torah about marriage.(AO1)</p> <p style="text-align: center;"><u>Lesson Six – Jewish Life After Death</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • Why funerals are an important ceremony for humans. • The main events that take place at a Jewish funeral. • How the Jewish funeral supports the mourning family <p>Learning Tasks: Lesson begins with PFL from knowledge organisers.</p>	<p>lesson and also on the whiteboard, so there should never be a time when a student is not writing or completing a task.</p> <p>Lower ability students will be given images to support their work.</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Define the importance of each aspect of a Jewish wedding and why they are just as important the other. <p>Students will be given the following: Extra Time to write down the answers if needed. Pictures to aid their learning.</p> <p>Students with any dyslexia will be given the opportunity of an overlay. Quizzes will have sentence starters and key words for the lower ability students. For stretch and challenge students will have to fill in more information about their earth.</p> <p>Stretch and Challenge:</p>	
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	<p style="text-align: center;"><u>Lesson Seven – Shabbat</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> The main celebrations and practices that take place at Shabbat using subject specific keywords and simply explain why these rules are observed. 	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> Extra Time to write down the answers if needed. 	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>3</p>	<ul style="list-style-type: none"> • How the festival of Shabbat is celebrated using keywords and explain some of the challenges that celebrating Shabbat presents. • How important and practical it is for Jews in Britain to celebrate Sabbath on a weekly basis and observe all the mitzvah related to the festival. <p>Learning Tasks: Students will answer this question to start with. 'If you had a day of rest (not allowed to do any work) what would you do?'</p> <p>Learning Tasks: Students are then to create a diamond nine and if they finish that, as a challenge task they are to complete the questions on the worksheet.</p> <p>– Watch the video</p> <p>2) When its finished answer the questions</p> <p>b) What did you see the Jewish Treats doing to celebrate Shabbat that we have learnt about in this lesson?</p> <p>Why do you think the Jewish Treats made this video?</p> <p>Learning Tasks: Students to complete an exam question</p> <p>Intention of Knowledge:</p> <p>Know and understand the nature and purpose of celebrating Shabbat (AO1)</p> <p>Jews often call the day Shabbat, which is Hebrew for Sabbath and which comes from the Hebrew word for rest.</p> <p>Know and understand how Shabbat is celebrated in the home and in the synagogue with reference to teachings in the Torah (AO1)</p> <p style="text-align: center;"><u>Lesson Eight – The Mezuzah</u></p>	<p>Sheet to be differentiated to use sentence starters and gap fill for lower ability groups.</p> <p>Sentence starters there to help lower ability students.</p> <p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. <p>Differentiated questioning and outcomes for higher ability students.</p> <p>The higher ability students will be given less information to use.</p> <p>Students who require extra information and support worksheets they will be provided.</p>	
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	<p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • What a Mezuzah is and briefly explain why they are used. • How using a Mezuzah connects a Jewish person with the almighty, constantly on a daily basis. <p>Learning Tasks: Students can assess how important using a mezuzah is for British Jews in the 21st century.</p> <p>1) How many doors have you walked through from getting up today to coming into this classroom. If you can't count exactly have a rough guess.</p> <p>Learning Tasks: Students will design and create their own Mezuzah prayer box. They will take it home to finish.</p> <p>Learning Tasks: Students to complete an exam question</p> <p>Intention of Knowledge: Know and understand how Jewish laws are reflected in Jewish communities today (AO1) Assess and analyse the importance and implications of Jewish food laws, including those from divergent traditions (AO2)</p>		
4	<p style="text-align: center;"><u>Lesson Nine– Jewish Festivals</u></p> <p>By the end of this lesson the students will have the following knowledge:</p> <ul style="list-style-type: none"> • How and why Hanukkah is celebrated using correct keywords. 	<p>Structure led answers for weaker English writing students. Students will be given the following:</p> <ul style="list-style-type: none"> • Extra Time to write down the answers if needed. 	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

	<ul style="list-style-type: none"> • How Hanukkah celebrations create a link between Jewish people’s history and present day Judaism and why this is important. <p>Learning Tasks: Students can assess and highlight some of the difficulties for British Jews celebrating Hanukkah in 21st century Britain.</p> <p>1) Why does Hanukkah lasts for 8 nights? 2) Why do Jewish children play with Dreidels at Hanukah?</p> <p>Learning Tasks: Students to complete an exam question</p> <p>Intention of Knowledge: Demonstrate knowledge and understanding of the nature, history, purpose and significance of Jewish festivals (AO1) Demonstrate knowledge and understanding of the meaning of several festivals (AO1) Analyse and assess divergent understandings of why festivals are important to different Jewish denominations today (AO2)</p> <p style="text-align: center;"><u>Lesson Ten – Exam Practise</u></p> <p>Students are to engage in a range of different techniques and exam questions to prepare for their exam.</p>	<p>Differentiated questioning and outcomes for higher ability students. Worksheets with images will be made.</p> <p>Differentiated questioning and outcomes for higher ability students. Worksheets with images will be made</p> <p>Stretch and Challenge:</p> <ol style="list-style-type: none"> 1) Define the most important Jewish festival and why 	
5	<p style="text-align: center;"><u>Lesson Eleven– Celebration of Knowledge</u></p> <p>Students will complete a celebration of knowledge to show off what they have learnt this half term. This is traditionally completed as twenty questions, however, this can be adjusted and can be made to be more practical.</p> <p style="text-align: center;"><u>Lesson Twelve – DIRT Feedback</u></p> <p>Evaluation of learning that has taken place and an evaluation of the books and ensure that they are up to the right level and any work missing or feedback needed is completed during this lesson.</p>	<p>IRT feedback is to differ depending on each student and the work that they have completed.</p>	<p>Knowledge Organiser – Students will learn five key words on the knowledge organiser. This will then be tested in the PFL during the next lesson.</p>

<p>6</p>	<p style="text-align: center;"><u>Lesson Thirteen – Reteach Lesson</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the first half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p> <p style="text-align: center;"><u>Lesson Forteen– Reteach lesson Two</u></p> <p>Revisit and Reteach certain elements of the course and evaluate how the half term has gone and set targets for improvements in the future. This should be the second half of the half term condensed into the main points you want the students to re learn. Students will be questioned with new and targeted questions and work to ensure they have all made progress this half term</p>	<p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them. Students who need to be stretched and challenged will be done so by outcome also. Questions will vary to try and test them.</p> <p>Knowledge organisers can be used to aid any students who feel they have not made the required progress. Word banks, sentence starters will be available to those students who need them.</p>	<p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p> <p>Knowledge Organiser – Students will be tested on all of the key words for this week. They have learnt each stage individually now they must try and learn all the words.</p>
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