YEAR 10 SPRING 1&2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Jewish Beliefs

Curriculum Intent	
Skills/Assessment objective links	**Why do we teach this to students?** Students study this as part of their GCSE Religious Studies. This topic is the start of their study on Judaism which includes Jewish Beliefs and practices. It is the second religion taught at GCSE alongside Christianity and it allows students to complete their GCSE Paper 1. We teach this to students to allow them to fully understand the Jewish faith. They study the teachings and practices of Judaism and their basis in Jewish sources of wisdom and authority. **Why do we teach this now?** We teach this unit now as it needs to be delivered after the Jewish beliefs topic. Jewish Beliefs is taught before Jewish practices so that students understand the beliefs of the Jewish people before they look at how these beliefs are put into practice. This also allows student to then apply the Jewish beliefs, with a greater understanding, to the themes units that follow **Specification aims:** • develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism • develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying • develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject • reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life • reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community. **Assessment Objectives:** ***AO1:*** Demonstrate a knowledge and understanding of religion and beliefs including: - beliefs, practices and sources of authority - influence on individuals, communities and societies - similarities and differences within and/or between religions and beliefs. ***AO2:*** Analyse and evaluate aspects of religion and belief, including their significance and influence The assessment objectives are weighted 50:50 in the exam.
Spiritual, moral, social, and cultural development	**SMSC: Spiritual:** The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them. **Moral:** acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. **Cultural:** understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. **PSHE:** Tackling religious discrimination **British Values:** Individual liberty, mutual respect and tolerance of those of different faiths and beliefs. **Skills Builder:** Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork
Numeracy	Students explore concepts of time when looking at the establishment of the covenants and a future messianic age.
Literacy	**Vocabulary Tier 2:** explain, similar, contrasting, contemporary **Vocabulary Tier 3:** monotheistic, shema, Torah, orthodox, shabbat, omnipotent, omniscient, omnipresent, mitzvot, merciful, shekhinah, judgement, resurrection, rabbi, Messiah, Messianic Age, Promised Land, covenant, circumcision, commandments, justice, tikkun Olam, charity, sanctity of life, Talmud, pikuach nefesh, **Reading:** Students have the opportunity to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand. **Writing:** RS GCSE is a literacy based subject. Students are supported in developing their answers to explain the beliefs and impacts of those beliefs. Students are also working on developing contrasting arguments to evaluate the ideas raised. This written work takes the form of 4, 5 and 12 mark answers. **Oracy:** Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny.
Becoming future ready	RS students develop: - the ability to build and interrogate arguments and how to question and evaluate narratives - critical thinking skills and the ability to interpret information, formulate questions and solve problems - organisational and time management skills - teamworking and communication skills - writing skills, including accurate referencing and the ability to construct a reasoned argument - empathy and the ability to understand people and their motivations - the ability to appreciate different perspectives and take on board others' views - the ability to work methodically and accurately - independence of mind and the ability to think for yourself.
Adaptation	Throughout this topic, quality first teaching will provide differentiation: **By product:** differential outcomes using must, could, should.

QFT/SEND Provision	**By resource:** PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge. **By Intervention:** by providing different levels of supervision and support, revision drop ins, catch up sessions. **By Progressive Questioning:** exploring pupils' understanding through interactive dialogue. **By Grouping:** according to prior attainment, gender and behaviour **By Task:** Many tasks are scaffolded to support students, where there is a choice of task students are supported in choosing the task which will best support them to achieve their ability. **By Offering Optional Activities:** In class or as homework, to extend learning.

Learning Outcomes (Knowledge)

#	Lesson Title, Lesson Objectives, Scripture:	Lesson builds upon:	This will be developed in:
1	**Intro lesson** To explain the importance of the Jewish Beliefs Topic	This is a series of lessons across all GCSE units where students explore the place in today's society for this study and links to 'future ready' This builds upon the Christian Beliefs intro lesson.	The starter lessons in all GCSE units.
2	**God as 1 and creator** To explain the nature of God: God as 1 and the creator and sustainer. Trinity • To know that Judaism is monotheistic, believes in 1 God. • To know that Abraham's belief in 1 God started the Jewish faith. • To know that this belief set Jews aside from the polytheistic beliefs of the day. • To know that the Shema prayer is a declaration of faith, rather than communication to God. • To know that the Shema prayer declares the Jewish belief in 1 God. • To know that Jews think 1 God is the creator of the universe. • To know that some Jews believe God created the world in 6 days and others believe He started the bug bang. • To understand how the creation of the world leads to God as sustainer. • Ext: Isaiah 45:6-7	N/A	Students continue to understand beliefs about God in L3 and 4 when they look at God as law giver, judge and Shekinah
3	**God as lawgiver and judge** To explain the Jewish belief that God is the lawgiver and judge. Christian Beliefs afterlife • To know that Jews believe God is a law giver and that He gave laws to Adam, Noah and Moses. • To know that Jews believe that God gave the commandments to Moses on Sinai • To know that Jews believe that God judges them annually at Rosh Hashanah and in the afterlife. • To understand the role of God as judge referring to Rosh Hashanah/Afterlife • Genesis 1:28,	This builds upon what students have already understood about God's nature	Students continue to look at the nature of God by studying His divine presence on earth.
4	**Shekinah** To explain the concept of divine presence – Shekinah. Incarnation • To know that Shekinah is the divine presence of God. • To know that Shekinah appears as fire and cloud. • To know that Shekinah appeared to Moses and the burning bush, was with them when the escaped Egypt and guided them to the promised land. • To know that Shekinah is believed to be present when a minyan meets and is above the head of a dying man.	Students look at the unique nature of God as a divine presence on earth	Students will revisit examples of shekinah when looking at Moses
5	**Covenant with Abraham** To explain the importance of the covenant with Abraham. Monotheism • To know that a covenant is a promise with God. • To know that Abraham made an unconditional covenant with God. • To know that God promised Abraham land, descendants and blessings. • To know that Abraham trusted God and this covenant is the foundations of the faith. • To know that circumcision is a symbol of the Abrahamic Covenant.	Abraham is introduced as the person who first held these beliefs in God – One God	The covenants underpin the rest of the topic and the practices. The first covenant is made with

	6	**Covenant with Moses** To explain the importance of the covenant with Moses. Holy war / just war. • To know that God made a conditional covenant with Moses. • To know that Moses made the covenant on behalf of the Jewish people. • To know that God promised to make the Jews His chosen people if the follow the commandments • To know that the Sabbath is a symbol of the covenant.		
	7	**Covenants Evaluated** To explain the importance of the covenants. Covenants • To know that some people believe that Abrahams covenant is more important the Moses because it started the faith, and it connected people with God before the Torah. To know that this covenant set the Jews aside and established the Jewish community. • To know that the Abrahamic covenant establishes the promised land – a place where Jewish obligations can be fulfilled. • To know that circumcision shows the importance of Abrahams covenant. • To know that some people think Moses covenant is more important as it is the covenant which influences Jews everyday life today. To know that this covenant establishes Jewish identity as chosen people and beacons of light which will bring in the Messianic age.		
	8	**Mitzvot and Free Will** To explain the relationship between free will and mitzvot. To explain the different types of mitzvot and the importance of mitzvot. Sin and Salvation • To know that mitzvot are the commandments. • To know that there a mitzvot between man and man, and man and God. • To know that some mitzvot are positive and some are negative. • To know that the obligation to follow the mitzvot starts at 12/13 – when Jews have a bar/bat mitzvah. • To know that some Jews believe that the mitzvot stop free will but as they trust the source (God) they don't mind. • To know that others believe that this guides Jews free will when they are making a choice.		
	9	**Messiah** To explain the nature and role of the Messiah. To explain the different Jewish beliefs about the Messiah. Jesus and atonement • To know that the Orthodox view of the Messiah is that a man, in the line of King David will come to earth to take the Jews into the Messianic Age. • To know that Reform Jews believe that humans will work together to bring about the Messianic Age. • To know that the Messianic Age will come when we need it most, or when we deserve it. • To know that the Messiah will uphold the Torah, unite all Jews in Jerusalem, and bring peace • Micah 4: 1-3 – messianic age, Characteristics of the Messiah found in the Tenakh		
	10	**Life after death** To explain what Jews believe about what happens after death. Judgement/heaven & hell • To know that Jews focus on olam ha ze rather than olam ha ba • To know that Jews do believe in life after death, but there is not agreement on what it is like. • To know that Gan Eden is similar to heaven and can either be on earth in the messianic age ot a spiritual place you go when you di. • To know that Gehenna is similar to hell. You go to Gehenna for upto 12 months to repent for your sins. The belief is that all souls will eventually go to Gan Eden. • To know that the worst of souls cease to exist after 12 months in Gehenna. • To know that shoel is a shadowy dark waiting place. • To know that some Jews believe in resurrection – that the dead will be raised into the Messianic Age. • To know that many Jews believe in a judgement by God on their obedience to the mitzvot. • To know that Olam ha ba may be a spiritual place, or the Messianic age here on earth.		
	11	**Key moral principles** To explain the 3 key moral principles of justice, healing the world and kindness to others. Peace/justice/forgiveness/reconciliation		

		• To know that Tikkun Olam is healing the world, through care for the planet and by making the world a better place for the people in it. • 'The world is the Lords and everything in it.' • To know that justice means fairness for all and that Jews should be working for a fair world for all. • 'Let Justice flow like a river.' • To know that chesed means loving kindness and that all Jews should act out of loving kindness for others. 'Love thy fellow.' • To know ways the key moral principles influence Jews today e.g. recycling, campaigning , foodbanks etc • To know that following these can bring about the Messianic Age (either as we will be rewarded with the Messiah for following the teachings, or because doing this will lead us into a time of peace on earth – reform Jews)		
	12	**Pikuach Nefesh & Sanctity of Life** To explain the Jewish concept of saving a life and the sanctity of life Salvation • To know that life is sacred because it came from God. • To know that saving a soul is like saving the whole world. • To know that people come first – not rules. 'Sabbath was made for man.' • To know that Pikuach Nefesh means saving a life. • To know that saving a life is more important than the other mitzvot, so Jews can break the Sabbath to save a life. • To know that Pikuach Nefesh is the only reason to break a mitzvot.		

Current learning to be developed in the future within:	See the table above which explains the sequencing of lessons, detailing where the learning will be developed. This will be revisited when students are revising the course ready for the exam. The next topics of Christian Practices and Crime and Punishment do not draw upon this topic.
Assessment	Students will be formatively assessed formatively with 1,2,4 5 mark GCSE question and a 12 mark GCSE question. This content will be summative assessed on the full course in the Year 11 mock in Autumn 1 when students have completed the unit.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.