YEAR 11 Autumn 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Christian Practices

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 part of a wider study of Christianity which includes Christian beliefs and practices. It is the compulsory religion taught at GCSE alongside Judaism and it allows students to complete their GCSE Paper 1. We teach this to students to allow them to fully understand the Christian faith. They study the teachings and practices of Christianity and their basis in Christian sources of wisdom and authority. **Why do we teach this now?** We teach this unit now as it needs to be delivered after the Christian beliefs' topic. Christian and Jewish Beliefs were taught in Y9 and 10. Following the study of beliefs we now deliver the practices part of the course. **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 have the opportunity to explore numbers in the church and the church calendar.
Literacy	**Vocabulary Tier 2:** explain, similar, contrasting, contemporary, informal, private, **Vocabulary Tier 3:** worship, liturgical, non-liturgical, prayer, sacrament, believer's baptism, infant baptism, Holly Communion, eucharist, pilgrimage, festival, Christmas, easter, church, agape, mission, evangelism, reconciliation, persecution **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.

	#	Lesson Title, Lesson Objectives, recommended retrieval:	Lesson builds upon:	This will be developed in:
Learning Outcomes (Knowledge)	**1**	Intro	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	Worship To explain the difference between liturgical, non-liturgical and private worship. The Synagogue • To know that liturgical worship is set and structured, based in the Bible. • To know that non-liturgical takes many forms, it can be silent or unstructured, informal. • To evaluate why both types of worship exist. • Psalm 100 – worship the lord with gladness…	This is the first lesson in this unit.	Students explore prayer within worship in lesson 2 and the sacrament of communion as worship of God and fulfilling the new covenant.
	3	Prayer To understand the nature and use of prayer and the significance of the Lord's Prayer. Judaism – prayer • To know set, formal and silent prayer. • To know reasons why people pray including adoration, confession, thanksgiving, intercession and petition. • To know why the Lords Prayer is the perfect example of prayer.	Students continue to understand how Christians show praise and adoration of God.	This is looked at in L10 when students explore the importance of worship or action – good deeds.
	4	Baptism To explain the sacrament of baptism and its importance. Brit Milah and redemption of the first born • To know the key term sacrament. • To know why Christians baptise – its meaning and significance. • To know infant and believers baptism. • To know how this links to the commission. Matthew 28:16 • To know how Jesus' baptism and God proclaiming 'this is my son, who I am pleased with – is a reason for baptism. • To know why some Christians choose infant baptism and some choose believers baptism.	This is the first lesson on sacraments.	Students look at the next sacrament that Christians go through in L4 and 5.
	5	Holy Communion To explain the sacrament of Holy Communion and its importance. To explain the different ways in which Christians celebrate Holy Communion Shabbat. • To know that Holy Communion started with Jesus at the last super and is the new covenant. • To know why Christians participate in Holy communion – Jesus commanded it, to remember, to examine our selves and to be one body. • To explain how orthodox Christians, catholic Christians and Protestant Christians celebrate Holy Communion. To be aware of the difference between the bread, wine and order of service. • To know that some non-conformist churches do not celebrate the sacraments – instead being active in the community. • Matthew 26 'take this…do this in remembrance of me.'	After looking at the sacrament of baptism, students look at the nature and importance of the weekly sacrament of communion	Students will continue to look at sacraments when they look at reconciliation..
	6	Pilgrimage To explain the role and importance of pilgrimage, including the contrasting examples of Iona and Lourdes. Passover • To know what a pilgrimage is. • To know reasons why Christians go on pilgrimage. • To know the difference between a pilgrimage in Lourdes and a pilgrimage in Iona. • Luke 2: 41-42 Jesus going on pilgrimage as an example.	Student continue to understand the role of Christianity in the lives of believers and explore the reasons people have for going on pilgrimage	Students throughout this unit are developing an understanding of the impact Christianity has on their lives. This continues in the study of festivals and the role of mission and evangelism.
	7	Christmas and Easter To explain how and why Christians celebrate Christmas and Easter. Incarnation and Resurrection • To know the role and importance of Christmas and Easter. • To know how they are celebrated (as religious festivals) • To know why they are celebrated. • John (the Word became flesh) • To link the gospel accounts of Jesus' death and resurrection to	Students explore they festivals that Christians celebrate. s	Students evaluate the importance of the festivals in lesson 8

	the festival of Easter.		
8	**Festivals** To evaluate the festivals of Christmas and Easter. **KAT** Rosh Hashannah • To know why Christmas is seen as more important than easter. • To know why Easter is more important than Christmas.	Students are developing their understanding of festivals by evaluating their importance.	Students compare the lessons so far – which develop personal faith and belief with the role that actions and good deeds have
9	**The Role of the church in the local community** To explain how the church supports the local community through foodbanks and street pastors. Peace and pacifism • To know that by church we mean the community of Christians as opposed to a building. • To know how the church is involved with foodbanks and why. • To know how street pastors help the local community. • 'faith without action is dead.' • Parable of the sheep and goats. • EXT: Jesus' call to Levi (its not the healthy that need a doctor..)	Students look at the importance of practice outside of the church – the importance of putting what they believe into action rather than just knowing about it	Students look at the role of mission and evangelism as another way of putting their faith into action. This is also developed in the last lesson where we look at the role of Christians globally.
10	**The place of mission and evangelism** To explain the role of mission and evangelism in church growth. Abraham • To know what mission and evangelism are and how they support church growth. • To know that this was part of the commission given by Jesus at his ascension. EXT: Romans 10 9-10, Mark 16:15	Students are developing an understanding of how Christians should be acting in the world	Students look at the place of persecution as a result of the actions on mission and evangelism.
11	**Persecution and Reconciliation** To explain how Christian's respond to persecution and the role of the church in working for reconciliation. Ascension and Commission • To know that reconciliation is repairing the relationship. • To know that the Corymeela group helped to reconcile the relationship between Catholics and protestants after the troubles in Ireland. • To know that persecution is to be treated badly because of a characteristic. • To know examples of how Christians respond to persecution e.g. Barnabas fund, cross of nails, open door, Christian solidarity worldwide. EXT: 2 timothy 3:12, 1Corinthians 12:26 (if one part suffers we all suffer) • Beatitudes.	Students look at how Christians are persecuted for the practice of their religion. The role of reconciliation as a practice of religion – and how easy or hard it is to actually practice the teachings of Jesus	Students continue to look at global issues and how the church works in the world in lesson 12.
12	**The churches response to world poverty** To explain the motivation and work of Christian charities in response to world poverty. Response to victims of war • To know that Christians work to help the poor. • To know how CAFOD, Teafund and Christian Aid help the poor. • Matthew 25:35-36 (sheep and goats) Mark 12:31 (love your neighbour as yourself, EXT: 1John3:17-18	Students look at their duty – not just to their local community but to the worldwide church	The concepts of this topic are visited through the next unit of Crime and Punishment, what actions Christians should be doing to put the teachings into practice.

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 and in the unit of Crime and Punishment
Assessment	Students will be formatively assessed formatively with 1, 2, 4 and 5 mark GCSE question. This content will be summative assessed on the full course in the Year 11 mock exam.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.