



YEAR 10 SUMMER 2

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning - Topic: Jewish Practices



Curriculum Intent	<p>Why do we teach this to students?</p> <p>Students study this as part of their GCSE Religious Studies. This topic is part of a wider study of 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.</p> <p>Why do we teach this now?</p> <p>We teach this unit now as it needs to be delivered after the Jewish beliefs topic. To ensure students are constantly re-visiting the religion and Themes we interweave the units. Jewish Beliefs was taught in Spring term and a theme after. We are now returning to Jewish Practices to finish the study on Judaism.</p> <p>Specification aims:</p> <ul style="list-style-type: none">• 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. <p>Assessment Objectives:</p> <p>AO1: Demonstrate a knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none">- beliefs, practices and sources of authority- influence on individuals, communities and societies- similarities and differences within and/or between religions and beliefs. <p>AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence</p> <p>The assessment objectives are weighted 50:50 in the exam.</p>
Skills/Assessment objective links	
Spiritual, moral, social, and cultural development	<p>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. 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.</p> <p>PSHE: Tackling religious discrimination</p> <p>British Values: Individual liberty, mutual respect and tolerance of those of different faiths and beliefs.</p> <p>Skills Builder: Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork</p>
Numeracy	Annual – when looking at annual festivals
Literacy	<p>Vocabulary Tier 2: explain, festivals, rites of passage, mourning, marriage, ceremonies, worship, prayer</p> <p>Vocabulary Tier 3: tenakh, Talmud, Torah, Shabbat, tallit, tefflin, Amidah, Reform, Orthodox, Ner Tamid, Aron Hakadesh, Bimah, Synagogue, Brit Millah, Bar/Bat Mitzvah, Shiva, Kaddish, Kosher, trefah, Pesach, Rosh Hashannah, Yom Kippur</p> <p>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.</p> <p>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.</p> <p>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.</p>
Becoming future ready	<p>RS students develop:</p> <ul style="list-style-type: none">- 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	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: differential outcomes using must, could, should.</p>

<p>QFT/SEND Provision</p>	<p>By resource: PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge.</p> <p>By Intervention: by providing different levels of supervision and support, revision drop ins, catch up sessions.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender and behaviour</p> <p>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.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p>			
<p>Learning Outcomes (Knowledge)</p>	#	<p>Lesson Title, Lesson Objectives, Scripture: Suggested retrieval</p>	<p>Lesson builds upon:</p>	<p>This will be developed in:</p>
	1	<p>Intro (<i>Skills builder / Careers</i>) The law: Tenakh and Talmud</p> <p>To understand the importance of the Jewish Practices.</p> <p>To explain the difference between the Tenakh and the Talmud and why they are important to Jews.</p> <ul style="list-style-type: none"> - To know that the Tenakh is the written law. - To know that the Tenakh is the Torah, Nevim and Ketuvim. - To know that the Talmud is the oral law. - To know the oral law interprets the written law for modern issues and to help explain how to follow a written law. E.G. In the Sabbath it says do not rest on the Sabbath in the Talmud it gives the 39 rules on how to not work on Sabbath. 	N/A	L2 when students look at the dietary laws which come from this and the law governing Shabbat (L7/8).
	2	<p>Dietary Laws</p> <p>To explain the Jewish dietary laws and their importance.</p> <p>Mitzvot</p> <ul style="list-style-type: none"> - To know that Kosher means allowed / fit to eat. - To know that Treyfah means unfit / not allowed. - To know that the kosher food laws include: ritual slaughter by a kosher butcher, meat must chew the cud and have cloven hooves, fish must have fins and scales, you cannot cook a kid in its mothers milk (don't mix meat and dairy.) - To know that the kosher food laws are important to Orthodox Jews. - To know that not all reform Jews will follow the kosher food laws. 	Students explore further some of the laws in the Tenakh.	N/A
	3	<p>Synagogue</p> <p>To explain the use and importance of the Synagogue.</p> <p>To explain the key features of the Synagogue.</p> <p>Shekinah</p> <ul style="list-style-type: none"> - To know the ark is the holiest section of the synagogue (cupboard) and contains the Torah scrolls. - To know that the ner tamid (eternal light) is a lamp usually above ark. - To know that the ner tamid is in a synagogue as God instructed the Israelites to have a light burning continuously in the Temple (Tenakh) - To know that the bimah (reading platform) from where the Torah scrolls are read - 	N/A	Students will look at the role of the synagogue in worship, prayer and shabbat.
	4	<p>Worship</p> <p>To explain how Jews worship in the Synagogue</p> <p>To explain the difference between orthodox and reform services in the Synagogue.</p> <p>Messiah</p> <ul style="list-style-type: none"> - To know that in Orthodox synagogues men and women sit separately whereas they sit together in Reform 	L3 – Students have understood the role of the Synagogue and now they look at the worship that happens in it.	Students will look at prayers and shabbat in the Synagogue.

		<ul style="list-style-type: none"> - To know that the Rabbi has his back to the congregation in an Orthodox synagogue whereas Reform, they face the congregation - To know that Orthodox do services in Hebrew whereas Reform do it in Hebrew and the country's main language 		
	5	Worship To explain worship in the home. <i>Key Moral principles</i> <ul style="list-style-type: none"> - To know Jews prefer to pray at home as they cannot synagogue - To know that a mezuzah is a prayer aid used in the home (contains the Shema) - To know that Jews will say the Shema at home as a form of prayer 	Students further their knowledge of worship by looking at worship in the home.	Students will look at the types of prayer and aids to support prayer.
	6	Prayer To explain the types of prayer and prayer aids. <i>Gender Equality</i> <ul style="list-style-type: none"> - To know that the Amidah is the standing prayer and that it contains 19 blessings. - To know that the Amidah is said stood up in the synagogue - To know there are movements that are involved in the Amidah prayer - To know that the Kaddish is said aloud while standing and requires the minyan - To know that the most common type of Kaddish is the mourner's kaddish - To know that the Aleinu is the closing prayer in a synagogue - To know that the Aleinu is a call and response prayer - To know that prayer aids as kippah, tallit and tzitzit, tefillin 	Students have already looked at the nature of service and now look at the prayers which can feature in services and at home.	Students will continue to explore prayer, worship and rituals through Shabbat.
	7	Shabbat To explain how Shabbat is celebrated at home <i>Purpose of families</i> <ul style="list-style-type: none"> - To know that shabbat starts at Friday sunset and lasts until just after Saturday sunset (25 hours) - To know that it is because of the commandment to keep the Sabbath day holy (Ten Commandments) - To know that preparations are taken before the Sabbath starts; cleaning the house, preparing the food. - To know the women's role in the home is to welcome in the Sabbath by lighting candles, closing her eyes and saying a prayer - To know that the Havdalah is said at home at the end of Shabbat 	Students are furthering their understanding of the ritual of Shabbat by looking at what happens in the home.	This will be contrasted with the annual festivals of Pesach and Rosh Hashanah.
	8	Shabbat To explain how shabbat is celebrated in the Synagogue. <i>Resurrection</i> <ul style="list-style-type: none"> - To know that men attend the synagogue of the Friday for prayer - To know that the Saturday service is longer than usual and that the Torah Scrolls are read - To know that when the Torah is taken out of the Ark, the congregation stand as this is a reminder of when the Israelites were stood at the bottom of Mount Sinai waiting for Moses to return with the Ten Commandments - To know that Orthodox Jews stay in the synagogue to study whereas Reform spend time with family. 	To further develop the work on worship and the synagogue students look at what happens in the synagogue at Shabbat.	Students look at what happens in the home on shabbat and also look at the annual festivals rather than the weekly Shabbat festival.
	9	Pesach To explain origins and importance of Pesach. To explain how Pesach is celebrated. <i>Afterlife and judgement</i>	Students build upon the information on Moses from Y9 and in Jewish beliefs. It also develops the study of	Students will explore the origins and importance of other festivals.

		<ul style="list-style-type: none"> - To know that Pesach celebrates the escape from slavery (found in the book of Exodus) - To know that Jews have been commanded to celebrate Passover and to eat unleavened bread for seven days. - To know that Passover reminds the Jews of their special relationship with God - To know Jews celebrate Passover with the seder meal - To know that they prepare for Passover by removing yeast products out of the house 	festivals which started with Shabbat.	
	10	Rosh Hashanah and Yom Kippur To explain origins and importance of Rosh Hashanah and Yom Kippur. To explain how they are celebrated. Creation <ul style="list-style-type: none"> - To know that Rosh Hashanah is known as the Day of Judgement and Yom Kippur is known as the Day of Atonement. - To know that Rosh Hashanah considered to be the anniversary of the creation of the world. - To know that Rosh Hashanah is looking at the past year and trying to reconcile those relationships and ask for forgiveness before the book is closed on Yom Kippur. - To know that Rosh Hashanah starts a ten day period of reflection which ends with Yom Kippur. - To know that Yom Kippur is the holiest day of the year. - To know that Rosh Hashanah is celebrated by eating apples dipped in honey to a sweet new year. - To know that during Rosh Hashanah breadcrumbs are thrown into the water to symbolize the throwing away of sins. - To know that the shofar horn is sounded during Rosh Hashanah. - To know that during Yom Kippur, Jews fast for 25 hours and wear white as a symbol of purity. - To know that Yom Kippur, Jews make public apologies. 	Students further their understanding of different festivals.	N/A
		Birth Ceremonies To explain the ceremonies associated with birth including brit milah and redemption of the first born. Abrahamic Covenant <ul style="list-style-type: none"> - To know that Brit Milah is circumcision which must be done 8 days after the birth of a Jewish male. - To know that it is a commandment and part of the Abrahamic covenant. - To know the importance of the mohel, sandek and the empty chair for Elijah during the Brit Milah ceremony. - To know as part of the naming ceremony, both girls and boys receive a blessing in the synagogue after the first Shabbat. It is here where girls are named and boys are later named in their Brit Milah ceremony. - To know that redemption of the first born son is where Orthodox Jews would pay an amount to the descendants of the priest of the Temple. 	This lessons builds upon the Abrahamic covenant in the Jewish beliefs unit.	Students will look at the next rite of passage that develops their Jewish identity.
		Bar/Bat Mitzvah To explain how Jews celebrate a bar/bat mitzvah and the importance of this coming of age ceremony. When does life begin?	After understanding what happens to babies, students look	Students will continue to explore the importance of rites of passage.
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		<ul style="list-style-type: none"> - To know that Bar/Bat Mitzvah is where Jews become responsible for their religious duties - To know that the Bar Mitzvah takes place at 13 for boys and 12 for girls - To know that Orthodox Jews will do Bar Mitzvahs in the synagogue and mark the Bat Mitzvah at home - To know that Bar/Bat mitzvah is celebrated the same way in Reform traditions of Judaism 	at the optional coming of age ceremony.	
	13	Marriage To explain the meaning and importance of the events of a Jewish wedding ceremony. Nature and purpose of marriage <ul style="list-style-type: none"> - To know that Jews marry under a chuppah which represents the home that they will build together. - To know that they circle the chuppah 7 times to symbolize creation. - To know that they sign the ketubah – the marriage contract. - To know that they smash the glass to represent the destruction of the temple in Jerusalem. - To know that Jews give rings to symbolize the unity and eternal nature of marriage. EXT: To know that Orthodox Jews have a 1 year betrothal in which they agree the terms of the Ketubah.	This lesson builds upon the work done in M&F in autumn 1 – nature and purpose of marriage.	Students will continue to explore the importance of rites of passage.
	14	Death To explain the Jewish practices associated with death and mourning. Euthanasia <ul style="list-style-type: none"> - To know that Jews bury within 24 hours. - To know that there is a tahara (washing of the body) Jews are wrapped in their tallit, the tzitzit are cut to symbolize they can no longer follow the commandments. - To know that in Judaism they have set mourning periods. - To know that Shiva is an intense mourning period of 7 days in which Jews won't leave the home. They have to cover mirrors, sit on the floor, and physically mourn so they don't shave or cut their hair. - To know that it is a mitzvot to visit the shiva home. - To know that in the lesser mourning period (shloshim) male mourners go to the Synagogue daily to say the Kaddish. - To know that in the lesser mourning period they can return to daily life, but don't celebrate. - To know that children have an extended mourning period (for 1 full year) - To know that 1 year after the death they unveil the gravestone. - To know that funerals don't take place in the Synagogue as that is a place for the living, not the dead. - To know that Stones, not flowers are placed on Jewish gravestones as flowers symbolize the living not the dead. - To know that During mourning periods Jews will put a tear in their clothes as in the Tenakh it says Jacob did this. 	This lesson builds upon the rites of passage to look at death rituals – the final event within a persons life	N/A
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.