



Department: Religious Education Year 11

Autumn Term 1	Autumn Term 1
<p>Judaism</p>	<p>Life and Death</p>
<p><u>Time allocated -Weeks 5</u></p> <p><u>Links to Diocesan directory</u></p> <p><u>Lesson content:</u></p> <p>Daily Life</p> <ol style="list-style-type: none"> 1. Tenakh 2. Talmud 3. Kosher and trefah 4. Dietary laws 5. Evaluating being Kosher in Britain <p>Festivals</p> <ol style="list-style-type: none"> 6. Festivals 7. Rosh Hashanah 8. Yom Kippur 9. Pesach 10. Sukkot 11. Comparing the diversity of practices within the Jewish community. <p>12. Revision</p> <p>13. Assessment 6</p> <p><u>How is the unit assessed:</u> <i>Key Homework Tasks based around exam style questions on a two week rotation:</i> A,B,D C,D</p> <p><u>In class assessment</u> Test around: Origins and meaning, Creation, Bible</p> <p><u>Skills assessed:</u></p> <p>AO1 and AO2</p>	<p><u>Time allocated -Weeks 7</u></p> <p><u>Links to Diocesan directory</u></p> <p><u>Lesson content:</u></p> <p>Belief Eschatology and Death and the afterlife</p> <ol style="list-style-type: none"> 1. Eschatology 2. Catholic belief in resurrection of the body in contrast to popular beliefs 3. The Four Last things- death, judgement, heaven and hell 4. Contrasting views about death as the end of personal existence 5. Parable of rich man and Lazarus 6. Catholic teaching on purgatory 7. Cosmic reconciliation 8. Catholic teaching on the meaning of death 9. The care of the dying and palliative care 10. Euthanasia- quality of life and sanctity of life and the right to die 11. Evaluating euthanasia <p>Sources: The Magisterium</p> <ol style="list-style-type: none"> 12. The nature of Catholic magisterium 13. The nature and importance of second Vatican <p>Forms Artefacts</p> <ol style="list-style-type: none"> 14. How Christian beliefs about eternal life is influenced the iconography in Christian sarcophagi 15. Paschal Candle <p>Forms of Music</p> <ol style="list-style-type: none"> 16. How music respects the belief about the eternal life 17. Catholic funeral rite <p>Practice: Prayer within Catholic communities in Britain and elsewhere</p> <ol style="list-style-type: none"> 18. The significance of prayer 19. Praying for and offering mass for the dead <p>20. Revision</p> <p>21. Assessment 2</p> <p><u>How is the unit assessed:</u> <i>Key Homework Task:</i> A,B,D C,D</p> <p><u>In class assessment</u> Test around: Origins and meaning, Painting, Symbolism, Loving Serving in Catholic communities in Britain and elsewhere</p> <p><u>Skills assessed:</u></p> <p>AO1 and AO2</p>



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Spring Term 1	Spring Term 2
<p>Sin and Forgiveness</p>	<p>Theme 2: Good and Evil Jesus and moral authority, sculpture and Statuary, popular devotion as practised in Catholic communities in Britain and elsewhere</p>
<p><u>Time allocated -Weeks 6</u></p> <p><u>Links to Diocesan directory</u></p> <p><u>Lesson content:</u> Crime and Punishment</p> <ol style="list-style-type: none"> 1. The difference between sin and crime their relationship to authority 2. Absolutism and Relativism 3. Aims of punishment 4. Evaluating the reason for punishing criminals 5. The development of Catholic teaching on punishment 6. Bible teaching punishment 7. Evaluation Capital Punishment <p>Beliefs Redemption</p> <ol style="list-style-type: none"> 8. The role of Jesus in restoration through sacrifice 9. The significance of Jesus' death, burial and resurrection and ascension 10. Salvation 11. The compatibility of a belief in Hell and a belief in the unconditional love of God <p>Sources Church</p> <ol style="list-style-type: none"> 12. The nature of the Church as one, holy, catholic apostolic 13. The role of Mary 14. The meaning and the significance of outside the Church there is no morality 15. Evaluating –Outside the Church there is no salvation. <p>16. Revision 17. Assessment 3</p> <p><u>How is the unit assessed:</u> Key Homework Tasks based around exam style questions on a two week rotation: A,B,D C,D</p> <p><u>In class assessment</u> Test around: Good, Evil and Suffering, Trinity and Incarnation</p> <p><u>Skills assessed:</u> AO1 and AO2</p>	<p><u>Time allocated - Weeks 4</u></p> <p><u>Links to Diocesan directory</u></p> <p><u>Lesson Content:</u> Forms and buildings</p> <ol style="list-style-type: none"> 1. Sacred object in the Catholic Church reflect salvation 2. How Catholic Church's help believers worship and reflect on the mystery of salvation <p>Sacraments</p> <ol style="list-style-type: none"> 3. Sacramental nature of life 4. The significance of the Eucharist <p>Practices: Mission and Evangelisation in Britain and elsewhere</p> <ol style="list-style-type: none"> 5. Catholic teaching on evangelism 6. How Catholics belief between relationship of faith and salvation 7. Evaluating if we are saved by faith or actions 8. Catholic attitudes to mission and charity 9. Evangelising in Britain benefits and challenges 10. UK laws, festivals and traditions are rooted in Catholic traditions 11. Evaluating how Christian Britain is <p>Revision 1. Assessment 4</p> <p><u>How is the unit assessed:</u> Key Homework Tasks based around exam style questions on a two week rotation: A,B,D C,D</p> <p><u>In class assessment</u> Test around: Jesus and moral authority, sculpture and Statuary, popular devotion as practised in Catholic communities in Britain and elsewhere</p> <p><u>Skills assessed:</u> AO1 and AO2</p>



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Summer Term 1	Summer Term 2
<p>Judaism Beliefs and Teachings</p> <p><u>Time allocated -Weeks 6</u></p> <p><u>Links to Diocesan directory</u></p> <p><u>Lesson content:</u> The nature of God 1. The Concept of God as One 2. The Concept of God as Creator 3. The Concept of God as Lawgiver and Judge 4. The nature and significance of shekhinah</p> <p>Messiah 5. The nature of the Messiah 6. The Orthodox view of the Messiah 7. The Reform view of the Messiah 8. Debate</p> <p>Covenant 9. The Promised Land and the covenant with Abraham 10. The covenant at Sinai 11. The Ten Commandments</p> <p>Life on Earth 12. Pikuach Nefesh (sanctity of Life) 13. Evaluating the application of Pikuach Nefesh 14. Free Will and Mitzvoh</p> <p>The Afterlife 15. The afterlife 16. Philosophy for Children</p> <p>17. Revision 18. Assessment 5</p> <p><u>How is the unit assessed:</u> <i>Key Homework Tasks based around exam style questions on a two week rotation:</i> A,B,D C,D</p> <p><u>In class assessment</u> Test around: Jesus and moral authority, sculpture and Statuary, popular devotion as practised in Catholic communities in Britain and elsewhere</p> <p><u>Skills assessed:</u> AO1 and AO2</p>	<p>Judaism Practice</p> <p><u>Time allocated - Weeks 8</u></p> <p><u>Links to Diocesan directory</u></p> <p><u>Lesson Content:</u> The Synagogue 16. The synagogue – the importance 17. The synagogue-design</p> <p>Worship 18. The synagogue- the difference between orthodox and reformed 19. Clothing worn during worship 20. The Minyan 21. Prayer- in the synagogue 22. The significance of prayer, including the Amidah 23. Shabbat -The synagogue 24. Shabbat- celebrated at home 25. Worship in the home</p> <p>Rituals 26. Brit Milah 27. Bar Mitzvah 28. Bat Mitzvah and Bat Chayil 29. Evaluating Orthodox and Reformed views on Bat Mitzvah and Bat Chayil 30. Marriage 31. Death and mourning</p> <p><u>How is the unit assessed:</u> <i>Key Homework Tasks based around exam style questions on a two week rotation:</i> A,B,D C,D</p> <p><u>In class assessment</u> Test around: Jesus and moral authority, sculpture and Statuary, popular devotion as practised in Catholic communities in Britain and elsewhere</p> <p><u>Skills assessed:</u> AO1 and AO2</p>



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Summer Term 2
Judaism
<u>Time allocated - Weeks 4</u>
<u>Links to Diocesan directory</u>
<u>Lesson Content:</u> <ol style="list-style-type: none">1. Introduction Lesson to what makes a good presentation2. Planning presentation on Laptops 13. Planning presentation on Laptops 24. Planning presentation on Laptops 35. Topic 1,2 'The festivals of Judaism have no importance today' 'Jews don't need synagogues to worship God.'6. Topics 3,4 : 'Jewish food laws are out of date.'7. 'Pesach is the most important Jewish festival.'8. Topics 5,6: 'The Tenakh is no longer relevant to Jewish lives today.' 'Mitzvot between man and God are more important than Mitzvot between man and man.'9. Topics 7,8 'The most important Jewish belief about God is that he is a Law giver.' 'Not all life is sacred.'10. Philosophy for children- on Judaism
<u>How is the unit assessed:</u> Group Presentations
<u>Skills assessed:</u> Group work, knowledge, understanding and evaluation
<u>Links to GSCE syllabus</u> Judaism 3.2.1.2 Practices and Beliefs