|  |  |
| --- | --- |
| **Year 10 Content – Autumn Term – Theme B: Religion and Life Issues** | **How to support students’ learning** |
| Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues. They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:  Abortion /Euthanasia Animal experimentation.  **The origins and value of the universe**   * The origins of the universe, including: * religious teachings about the origins of the universe, and different interpretations of these * the relationship between scientific views, such as the Big Bang theory, and religious views. * The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. * The use and abuse of the environment, including the use of natural resources, pollution. * The use and abuse of animals, including: * animal experimentation * the use of animals for food.   **The origins and value of human life**   * The origins of life, including: * religious teachings about the origins of human life, and different interpretations of these * the relationship between scientific views, such as evolution, and religious views. * The concepts of sanctity of life and the quality of life. * Abortion, including situations when the mother's life is at risk. * Ethical arguments related to abortion, including those based on the sanctity of life and quality of life. * Euthanasia. * Beliefs about death and an afterlife, and their impact on beliefs about the value of human life. | * Talk about human rights and social justice at home around topics being studied and more generally. * Watch the news – so many of the issues discussed in class links to everyday issues and give students information and insight to current affairs – they can make the links between their learning and the wider world. * There are also several resources on the following websites   [Resources - RE:quest (request.org.uk)](https://request.org.uk/resource/501c5dd96a12da3513d8ee060d90d4/)  [Oak National Academy (thenational.academy)](https://www.thenational.academy/#teachers)  **Main Key Terms for this topic**  **Abortion**: The deliberate ending of a pregnancy.  **Afterlife:** Beliefs about what happens to ‘us’ after our body has died; in many religions this relates to life after death or immortality in some form.  **Animal experimentation:** The use of animals for medical research and product testing.  **Awe and Wonder:** Sense of wonderment at nature; often linked to the feeling that God is involved/revealed through it.  **Big Bang Theory:** Scientific theory about the origins of the universe; belief that the universe began almost 14 billion years ago with a reaction of particles from a singularity followed by a process of inflation and expansion.  **Dominion:** Belief that humans have been given control/charge of the world.  **Environment:** The world around us; this can be made up natural or artificial surroundings.  **Euthanasia:** Assisting with the ending of life for a person who is terminally ill or has degenerative illness; often known as assisted suicide.  **Evolution:** Scientific theory of the development of species which involves a process of natural selection and survival of the fittest.  **Natural resources:** Resources which are found in nature – fossil fuels (eg coal, oil, natural gas), plants etc.  **Pollution:** Contamination of an environment with harmful substances.  **Quality of life:** The standard of health, comfort and happiness/fulfilment experienced by a person or group.  **Responsibility:** Having a duty or obligation to act in a certain way.  **Sanctity of life:** Belief that life is sacred/special because it was created by God, or because we are each unique individual.  **Stewardship:** Duty given by God to humankind to look after the created world, and all life within it. |

|  |  |
| --- | --- |
| **Year 10 Content – Spring Term – Judaism Beliefs and Teachings** | **How to support students’ learning** |
| Students should study the beliefs, teachings and practices of Judaism specified below and their basis in Jewish sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Common and divergent views within Judaism in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Jewish perspectives in their answers, for example, Orthodox, Reform and Liberal Judaism.  Beliefs and teachings  Key beliefs  **The nature of God:**   * God as one * God as Creator * God as Law-Giver and Judge, loving and merciful. * **The divine presence (Shekhinah).** * Beliefs about life after death, including judgement and resurrection. * The nature and role of the Messiah, including different views on the role and importance of the Messiah.   **The Covenant and the mitzvot**   * The promised land and the Covenant with Abraham, Genesis 12:1-3. * The Covenant at Sinai and its importance including the role of Moses and the Ten Commandments, Exodus 20:1-17. * Key moral principles including justice, healing the world, charity and kindness to others. * The importance of the sanctity of human life, including the concept of ‘saving a life’ (Pikuach Nefesh). * The relationship between free will and the 613 mitzvot. * Mitzvot between man and God and mitzvot between man and man, including the difference between them and their importance. | * Talk about Religious Studies at home around topics being studied and more generally. * Watch the news – so many of the issues discussed in class links to everyday issues and give students information and insight to current affairs – they can make the links between their learning and the wider world. * [Resources - RE:quest (request.org.uk)](https://request.org.uk/resource/501c5dd96a12da3513d8ee060d90d4/) * [Oak National Academy (thenational.academy)](https://www.thenational.academy/#teachers) * [Online Resources - The Jewish Museum London](https://jewishmuseum.org.uk/schools/in-the-classroom/) * [Jewish Curricular Resources | My Jewish Learning](https://www.myjewishlearning.com/article/curricular-resources/) * [Judaism, Torah and Jewish Info - Chabad Lubavitch](https://www.chabad.org/) * [BimBam: Jewish Videos for Adults, Kids & Families](https://www.bimbam.com/)   **Main Key Terms for this topic**  **Abraham:** Known as the father of the Jewish people. God made a covenant with him, promising him land and descendants.  **Aron hakodesh** (ark):The holiest part of the synagogue containing the Torah scrolls.  **Bimah (reading platform**): The reading platform in a synagogue from which the Torah is read.  **Charity:** Key moral principle; giving to those in need. Hebrew term ‘tzedakah’ literally means ‘justice’ but used to refer to charity (because giving to those in need is part of promoting justice).  **The Covenant:** A binding promise/agreement; God's agreement to look after his chosen people.  **Divine presence (Shekhinah):** Belief that God is beyond human understanding, but his presence may be experienced/known.  **The Messiah**: Literally ‘the anointed one’. Orthodox Jews believe that the Messiah will be a human person sent by God to establish justice and peace on the earth. For Reform Jews, the Messiah is a symbolic figure.  **Ner tamid (ever-burning light):** A feature of the synagogue; a light that is above and in front of the aron hakodesh, which burns constantly as a symbol of God’s presence  **‘Saving a life’ (Pikuach Nefesh):** This principle overrides all other religious laws because saving a human life should be of upmost importance in any situation.  **Shabbat:** The Sabbath/holy day of the week; beginning at sunset on Friday until sunset on Saturday. |

|  |  |
| --- | --- |
| **Year 10 Content – Summer Term – Judaism Practices** | **How to support students’ learning** |
| Students should study the beliefs, teachings and practices of Judaism specified below and their basis in Jewish sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Common and divergent views within Judaism in the way beliefs and teachings are understood and expressed should be included throughout. Students may refer to a range of different Jewish perspectives in their answers, for example, Orthodox, Reform and Liberal Judaism.  **The synagogue and worship**   * The synagogue and its importance. * The design and religious features of synagogues including bimah (reading platform), aron hakodesh (ark), ner tamid (ever burning light) and associated practices; differences between Orthodox and Reform synagogues. * **Public acts of worship including:**   + synagogue services in both Orthodox and Reform synagogues   + the significance of prayer, including the Amidah, the standing prayer. * Shabbat in the home and synagogue and its significance. * Worship in the home and private prayer. * Tenakh (the written law) and Talmud (the oral law), and their study, use and significance in daily life.   **Family life and festivals**   * Rituals and their significance:   + ceremonies associated with birth including Brit Milah.   + Bar and Bat Mitzvah   + the marriage ceremony   + mourning rituals. * Dietary laws and their significance, including different Jewish views about their importance.   + kosher and trefah   + separation of milk and meat. * Festivals and their importance for Jews in Great Britain today, including the origins and meaning of:   + Rosh Hashanah and Yom Kippur   + Pesach. | * Talk about Religious Studies at home around topics being studied and more generally. * Watch the news – so many of the issues discussed in class links to everyday issues and give students information and insight to current affairs – they can make the links between their learning and the wider world. * [Online Resources - The Jewish Museum London](https://jewishmuseum.org.uk/schools/in-the-classroom/) * [Jewish Curricular Resources | My Jewish Learning](https://www.myjewishlearning.com/article/curricular-resources/) * [Judaism, Torah and Jewish Info - Chabad Lubavitch](https://www.chabad.org/) * [BimBam: Jewish Videos for Adults, Kids & Families](https://www.bimbam.com/)   **Main Key Terms for this topic**  **The Amidah**: The ‘standing prayer’. Recited as part of public acts of worship in the synagogue.  **Brit Milah:** The religious rite of circumcision usually performed eight days after a boy’s birth.  **Bar Mitzvah**: Coming of age ceremony of boys aged 13. Literally "Son of the Commandment".  **Bat Mitzvah:** Coming of age ceremony for girls aged 12. Literally "Daughter of Commandment".  **Dietary laws:** The food laws that were given by God, found in the Torah. These rules relate to what may/may not be eaten, combinations of foods, and the preparation of food.  **Kosher:** Food that is ‘clean’ and that meets the requirements of the dietary laws.  **Pesach**: Festival that celebrates the Jewish Exodus from Egypt, often called Passover.  **Rosh Hashanah**: Festival celebrating the Jewish New Year. It is the start of the ten day period of High Holy Days that culminates in Yom Kippur.  **Talmud** (oral law): Source of authority; the law believed by Orthodox Jews to have been given to Moses but was not written down for many centuries, it was then expanded with rabbinic explanation/commentaries.  **Tenakh** (written law): Holy book/source of authority; the Jewish scriptures. Includes into three parts: Torah (Law), Nevi'im (prophets) and Ketuvim (writings).  **Trefah:** Forbidden food – literally means 'torn'. It does not fulfil the Jewish dietary laws/is not kosher.  **Yom Kippur**: The Day of Atonement – a day of repentance and fasting on the tenth day after Rosh Hashanah. The holiest day of the Jewish year. |