



Topic 1 | *Religion Locally and Nationally*

Religion Nationally

Changes in Religion Nationally

Religion Locally

Overview	<p>This unit introduces the subject of Religious Studies and the main religious groups that will be studied through the curriculum. The unit uses the approaches of social sciences, with the 2021 Census data, to explore what religious and non-religious groups feature as part of modern British society. It considers how and why this may have changed over time. Finally, the unit allows students to explore religion and belief in the local area, reinforcing the very relevant and important role that the subject has to play in students' own contexts.</p>
Assessment	<p>Skills Focus 1: Interpreting bar charts and pie charts.</p> <p>Skills Focus 2: Students will engage with a number of describe questions throughout this unit. They will be exposed to model answers, success criteria and scaffolds for each question.</p>
Key words	<ul style="list-style-type: none">• Diversity- Differences between a group or setting.• Christianity- The religion that Christians follow.• Islam- The religion that Muslims follow.• Judaism- The religion that Jewish people follow.• Hindu Dharma- The religion that Hindus follow.• Sikhi- The religion that Sikhs follow.• Buddhism- The religion that Buddhists follow.• Humanism- A non- religious tradition followed by Humanists.• Migration- The movement of people from one place to another.• Persecution- Unfair or cruel treatment over a long period of time because of race, religion or political beliefs.• Census- An official survey of people who live in a country.

Topics	Key content
Religion Nationally	<ul style="list-style-type: none"> • Symbols use by a range of religious and non- religious traditions. • The key religious findings from the 2021 census data.
Changes in Religion Nationally	<ul style="list-style-type: none"> • The changes that have occurred between the 2011 and 2021 censuses. • The reasons for this change
Religion Locally	<ul style="list-style-type: none"> • Evidence of religious buildings in the local areas • Key facts about the religion of the local area, according to 2021 census data • How the religion of the local area compares with the national picture.

Topic 2 | Origins of the Abrahamic Faiths



<p>Overview</p>	<p>This unit introduces the origins of the religions of Judaism, Christianity and Islam through a focus on Abraham (Ibrahim), an important figure in all three religions, who is important in the formation of key beliefs and practices relating to the religions. The three religions are often categorised together as “The Abrahamic Faiths” and this unit will introduce key concepts within these faiths and their shared links to the story of Abraham.</p> <p>The unit first explores the role and importance of Abraham, his wives Sara and Hagar and his sons Isaac and Ishmael, and the formative narrative of Abraham’s covenant with God. This underpins many of the teachings and practices that are later formed within Judaism, Christianity and Islam. The unit then moves on to explore the role and significance of Moses (and Miriam) in the Exodus story and the laws given as part of the Mosaic covenant. Next, the unit moves to the emergence of Christianity with an introduction to the life, teachings, death and resurrection of Jesus Christ. Finally, the unit tracks back in time to the emergence of Islam through an exploration of Ibrahim in Arabia and the later revelations of the Qur’an to the Prophet Muhammad. Finally, the unit takes the modern city of Jerusalem as a concrete example of the connections between these three faiths, with a focus on the site of Temple Mount/Haram al-Sharif in the Old City.</p> <p>This unit is consciously narrative-heavy to set the scene and the “bigger picture” for students, giving them the context before studying the faiths in more depth in the following discrete units.</p>
<p>Assessment</p>	<p>Skills Focus: Describe and Explain Questions</p> <p>Students will engage with a number of describe and explain questions throughout this unit. They will be exposed to model answers, success criteria and scaffolds for each question. This will allow students to develop the skill of describing key aspects of events or beliefs and explaining different concepts and ideas using the PEE structure (Point, Evidence, Explain). This will culminate with an end of unit assessment, where students will be asked a series of knowledge questions, describe and explain questions.</p>
<p>Glossary Links</p>	<p>Page 28-31</p>
<p>Key Word</p>	<p>monotheism (noun): The belief that there is only one God. polytheism (noun): The worship or belief in more than one god. Abraham (noun): An important figure in the history of Judaism, Christianity and Islam. Ibrahim (noun): The Arabic-based spelling of the name Abraham (often used in Islam). covenant (noun): An agreement between two sides (between humans and God). sin (noun): An action that is believed to go against the laws of God.</p>

	<p>idol (noun): Objects or images that represent gods.</p> <p>atonement (noun): Making up for something that someone has done wrong.</p> <p>sacrifice (noun): To give up something valuable in order to gain something else.</p> <p>sermon (noun): A talk about a religious or moral subject given by a leader in the religion.</p> <p>prophecy (noun): A message from God to people, which could be telling of something in the future.</p> <p>resurrection (noun): Coming back to life after someone has died.</p> <p>prophet (noun): Someone chosen by God to say the things God wants them to tell people.</p>
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Topics	Key content
<p>Abraham's Covenant with God</p>	<p>Abraham and Monotheism</p> <ul style="list-style-type: none"> • Abraham is an important figure in Judaism, Christianity and Islam. • Abraham lived around 2000 BC, the religious stories hold that he was 175 years old when he died. • Polytheism is when people worship many different gods. Monotheism is when people worship only one God or believe in only one God. • Abraham lived in a society that was polytheistic, but he decided to worship only one God. <p>Abraham, Sara and Isaac</p> <ul style="list-style-type: none"> • Abraham was married to a woman called Sara. • Because Abraham chose to worship only one God, he was promised to be a father of many people by God. • A covenant is an agreement between two parties. • At an old age, Abraham and Sara had still not had any children. Sara told Abraham to take another wife, Hagar, to have children. • Abraham and Hagar have a child, Ishmael. Abraham and Sara have a child after this, Isaac. <p>The covenant between Abraham and God</p> <ul style="list-style-type: none"> • A sacrifice is when someone is willing to give up something special to them for a cause or person. • Whilst Isaac is a child, Abraham is asked by God to sacrifice him. • Abraham is willing to do this as a sign of his commitment to God. • God replaces Isaac with a ram. • From now on, Abraham's descendants are in a covenant with God. •

<p>Moses and the Exodus</p>	<p>Moses and the Israelites in Egypt</p> <ul style="list-style-type: none"> • The stories of Moses and Abraham are found in the Torah, which is an important religious authority in Judaism, Christianity and Islam. • According to the Torah, Moses lived around 430 years after Abraham (around 1500 B.C) in Egypt. • Moses was born at a time when the tribe of Abraham’s descendants were known as the Israelites and were enslaved and persecuted. Moses was going to be killed as a baby, but his mother saved his life and Moses lived with the Pharaoh (ruler of Egypt). His sister, Miriam, helped with this. <p>The Exodus</p> <ul style="list-style-type: none"> • Moses finds out as an adult that he is an Israelite. God appears to Moses and tells him to ask the Pharaoh to set his people free. The Pharaoh does not want to do this and so God sends many plagues to Egypt. The final plague is the death of every first-born child in Egypt. • The Israelites were spared this plague as they had followed instructions from God to put the blood of a sacrificed lamb on their doorposts. • The Pharaoh allows the Israelites to go free and Miriam leads the tribe in celebration. <p>The Mosaic Covenant</p> <ul style="list-style-type: none"> • The Israelites travel through the desert together looking for a place to live. • They stop at Mount Sinai and God appears to Moses and gives him the Ten Commandments. This is known as the day that the Torah was given to Moses. • These commandments include to only worship one God, and not make idols to worship. They are part of the Mosaic Covenant. <p>The Golden Calf</p> <ul style="list-style-type: none"> • After the 10 Commandments are given, Moses climbs Mount Sinai to meet God. • Whilst Moses is on Mount Sinai, the Israelites create a golden calf to worship. This broke the covenant between God and the Israelites. • God intends to punish the Israelites, but Moses asks God to spare them.
<p>Leviticus</p>	<p>Sin and Atonement</p> <ul style="list-style-type: none"> • Sin means when someone has broken a command or law from God. • Forgiveness means when someone is no longer blamed or held accountable for their action. • Religious believers wish for God to forgive their sins. • Atonement means to make up for a sin or wrongdoing. <p>Actions to Take Away Sin and the Day of Atonement</p> <ul style="list-style-type: none"> • The Israelites had broken God’s command by worshipping a golden calf. • To make up for what they had done, God instructed them to do certain special actions. These special actions would allow them to atone for their sins. These are all written down in another part of the Torah called “Leviticus”. • Yom means “day” or “period of time” in Hebrew. Yom Kippur is the Day of Atonement. The early Israelites followed the teachings in Leviticus for the Day of Atonement.

	<ul style="list-style-type: none"> On the Day of Atonement, a goat is sacrificed and the "sin" of the tribe is put onto another goat. This goat leaves the community, with the sin an is known as a "scapegoat".
Jesus' Life and Teachings	<p>Who was Jesus?</p> <ul style="list-style-type: none"> Jesus was born around 2000 years ago into a Jewish family, a descendent of Abraham. Jesus was born at a time when the Jewish population was under Roman rule. There were restrictions on Jewish life under Roman rule. Jesus knew the Torah and other Jewish written authorities well. Jesus' first followers were Jewish, and later these followers and others become the followers of Christianity. <p>The Sermon on the Mount</p> <ul style="list-style-type: none"> Jesus taught his followers how he thought they should follow the laws of Judaism. A rabbi is a teacher/leader in the Jewish faith, and Jesus' followers often called him rabbi. A sermon is a talk about religious matters. Jesus gave an important sermon called the Sermon on the Mount. <p>Following Moses' laws</p> <ul style="list-style-type: none"> In the Sermon on the Mount, Jesus showed how people could live out the laws of Moses. Jesus said that he had come not to destroy the law but to fulfill it. One example is the Torah says not to kill, Jesus says not to kill and not to be angry with another.
Jesus' Death and Resurrection	<p>Jesus' teachings</p> <ul style="list-style-type: none"> Christians are monotheists, which means they believe in one God. Jesus often called God his "father". Jesus also said that he was his "son". Christians believe that Jesus is the Son of God and that he has never sinned. <p>Responses to Jesus' teachings</p> <ul style="list-style-type: none"> Blasphemy is when someone is accused of speaking disrespectfully about God. Jesus was accused of blasphemy by some of the religious leaders of his time. The Romans in power at Jesus' time did not want anyone to fight against them and take their power. The Romans were concerned that Jesus – who was very popular – would do this. <p>Jesus' death and atonement</p> <ul style="list-style-type: none"> Crucifixion was a way that the Romans would put criminals and "troublemakers" to death. They decide to crucify Jesus. Jesus knew this was going to happen and allowed it. Jesus' death becomes the new sacrifice for the atonement of sins.

	<p>Jesus' resurrection and God's power</p> <ul style="list-style-type: none"> • Resurrection means when someone comes back to life after they have died. • Christians believe Jesus came back to life after he had died. • Christians believe that God is all-powerful and can do anything.
<p>Ibrahim in Arabia</p>	<p>Ibrahim in Islam</p> <ul style="list-style-type: none"> • A prophet is someone who has a message from God to humanity. • Arabic is an important language when studying Islam. • The Arabic translation of God is Allah. • The Arabic name of Abraham is Ibrahim. The Arabic name of Hagar is Hajar. The Arabic name of Ishmael is Ismail. The Arabic name of Isaac is Ishaq. • Muslims believe in one God. <p>Ibrahim and Hajar</p> <ul style="list-style-type: none"> • Muslims believe that Ismail was the son that God commanded Ibrahim to sacrifice. • Sometime after Ishaq was born, Ibrahim and Hajar travelled into the desert with their son, Ismail. Hajar was not from Ibrahim's line but knew about monotheism from her time with him. • Hajar was left in the desert by Ibrahim. Water is a very precious resource in a desert. Hajar called out to the one God for help in the desert for water for her and her son. • Hajar ran between hills looking for any sight of water. A spring of water appeared miraculously and saved her. This allowed an oasis to form and people to settle here. • This becomes the site of Makkah, a very important city in Islam. <p>Ibrahim, Ismail and the Kaaba</p> <ul style="list-style-type: none"> • Ibrahim visited Ismail in the desert in Makkah and together they built a place of worship for God. • The Kaaba is the first place built for worship in Islam. • The Kaaba is a black, square building and all Muslims face this when they pray.
<p>Prophet Muhammad and the Qur'an</p>	<p>Polytheism in Makkah</p> <ul style="list-style-type: none"> • Many years after Ibrahim and Ismail built the Kaaba, people in Makkah had become polytheists. • Some people at the time were using religion to exploit poor people who lived in Makkah. • Muhammad was a man born into the family line of Ibrahim and Ismail. • Muhammad lived in Makkah and did not like the treatment of poor people. • Muhammad was truthful and hardworking, and a wealthy businesswoman, Khadija, employed him. • Khadija proposed to Muhammad and they became husband and wife.

The Prophet Muhammad, Khadija and the first revelations of the Qur'an

- Meditation is when someone spends time clearing their mind and focusing on their thoughts.
- Muhammad used to spend time meditating alone in a cave.
- An angel is a being from heaven who comes to earth.
- Muhammad was visited by an angel and told to speak out loud messages from God.
- Revelations are messages from God to people.
- The Arabic for "Recite" is "Qur'an".
- Muhammad had his first revelations from Allah to people.
- Muhammad is now a Prophet of God.
- The Prophet Muhammad speaks with Khadija about what has happened, and she reassures him that this was from Allah.

Prophecy and monotheism in Islam

- In Islam, the covenant is between Allah and humans.
- The Qur'an teaches Muslims how to complete their side of the covenant.
- The messages of God are given through prophets.
- There have been many prophets.
- The final Prophet was Prophet Muhammad.

Topic 3 | Judaism



<p>Overview</p>	<p>This first depth study of a world religion allows students to explore the faith of Judaism through mainly the discipline of theology. The Unit explores the religion of Judaism through the United Learning core principles through considering the historical foundations, origins and source of authority of the Torah, Tanakh and Talmud. Within this, the teachings of the formation of life and human life are encountered, as well as the central principles of what it means to live a good life. The unit gives students an understanding of how teachings within Judaism are followed today and why there is a diversity of expressions of Judaism, thus laying the groundwork for an understanding of diversity within other world religions to be studied. The two main groups that will be discussed are Orthodox and Reform Judaism. These have been chosen as they are influential approaches to Judaism within the UK and beyond. Examples of how these interpretations can influence the practices of Bar and Bat Mitzvah, following laws around Shabbat, practices in the synagogue and Pesach ceremonies will all be used as lived examples illustrating this diversity. A range of case studies and examples are used throughout the unit to further highlight the diversity of beliefs and practices within this world-wide religion.</p>
<p>Assessment</p>	<p>Skills Focus: Describe and Explain Questions</p> <p>Students will engage with a number of describe and explain questions throughout this unit. They will be exposed to model answers, success criteria and scaffolds for each question. This will allow students to develop the skill of describing key aspects of events or beliefs and explaining different concepts and ideas using the PEE structure (Point, Evidence, Explain). This will culminate with an end of unit assessment, where students will be asked a series of knowledge questions, describe and explain questions.</p>
<p>Glossary Links</p>	<p>Page 28-31</p>
<p>Key words</p>	<ul style="list-style-type: none"> ● Moses (noun): leader who freed the Israelites from slavery and was given the 10 commandments. ● Miriam (noun): prophetess who helped her brother, Moses, lead the Israelites out of slavery. ● Exodus (noun): a book in the Bible which tells the story of the Israelites being freed from slavery. ● Ten Commandments (noun): ten rules given to Moses by God about how humans should behave. ● Esther (noun): a Jewish queen who saved her people from a plot to destroy them. ● monotheism (noun): the belief that there is only one God. ● Shema (noun): an important prayer declaring the oneness of God. ● The Messiah (noun): a future Jewish king who is expected to bring peace.

	<ul style="list-style-type: none"> ● Genesis (noun): a book in the Torah which describes the creation of the world. ● mitzvot (noun- plural): 613 rules in the Torah which guide Jews in their behaviour. ● Tikkun Olam (noun): "Repairing the world", encouraging actions that improve society and bring justice. ● synagogue (noun): a Jewish place of worship, study and community. ● Bat/Bar Mitzvah (noun): coming of age ceremony (Bar Mitzvah for boys and Bat Mitzvah for girls). ● Pesach (noun): a Jewish holiday which commemorates the Exodus story. ● Shabbat (noun): a day of rest and worship observed from Friday evening to Saturday evening. ● Orthodox (noun): a branch of Judaism that follows traditional beliefs, laws and practices. ● Reform (noun): a branch of Judaism that adapts traditional beliefs, laws and practices to fit modern life ● The Tanakh- Hebrew Bible, which includes three parts: the Torah, Nevi'im and Ketuvim ● The Torah- Holiest scripture for Judaism. The word means 'law' in Hebrew. Written by Moses. Also important in Christianity and Islam. ● Nevi'im- Contains books of the Prophets, which tell the history of Israel's Gods messages through the prophets. ● Ketuvim- Contains various writings, including poetry, wisdom literature and historical accounts. ● Talmud- Contains discussions and interpretations of the Torah, which guides Jewish law and practice.
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Topics	Key content
<p>The Torah</p>	<p>The Torah as law</p> <ul style="list-style-type: none"> ● Many Jewish people believe that the Torah was revealed to Moses by God. ● The Torah contains the commands from God for how to live, which are known as Mitzvot. There are over 600 in total. ● The Torah is made of five books, including Genesis and Exodus which are the first two. <p>Book of Genesis</p> <ul style="list-style-type: none"> ● Genesis includes the story of Abraham and the story of creation from one all-powerful God. ● The creation story outlines how God made the world in six days and rested on the seventh. This is where the command to remember the day of rest comes from. ● The creation story outlines how humans were formed and will die. ● There isn't a consensus within Judaism around what happens when humans die; the focus is on the present life

	<p>Language of a text</p> <ul style="list-style-type: none"> The language a text is written in is important to consider when analysing holy texts.
<p>What is the Tanakh</p>	<p>What is the Tanakh?</p> <ul style="list-style-type: none"> The Tanakh is a collection of holy books in Judaism, which includes the Torah, Nevi'im and Ketuvim. <p>Prophecy</p> <ul style="list-style-type: none"> The Nevi'im contains prophecy books. A prophecy is any message that has been given to a prophet by God. Some prophecies in Nevi'im contain prophecies about the future. One of the books of Nevi'im is the book of Isaiah, who was an important prophet. <p>The Messiah</p> <ul style="list-style-type: none"> The book of Isaiah has a prophecy of a coming messiah, who will save the world. There are certain criteria for this messiah to fulfil, including that he will heal the sick, be born to a young maiden and be a Jewish man who kept the Jewish laws. For Jewish people, the messiah has not come yet. <p>Context of a text</p> <ul style="list-style-type: none"> The context of when a text was written is important to consider when analysing holy texts.
<p>The Tanakh: Writings</p>	<p>Writings</p> <ul style="list-style-type: none"> The Ketuvim contains writings. There are different forms of writings in this section. <p>The Book of Esther</p> <ul style="list-style-type: none"> The Book of Esther tells the story of a young Jewish woman living in the Jewish diaspora outside of Israel (Persia). Esther was married to the king, who didn't know she was Jewish. She risked her life to save the Jewish people living there when she heard of a plot to destroy them, by revealing her identity to the king and pleading with him.

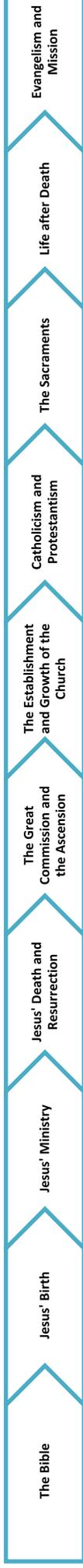
	<p>The form of a text</p> <ul style="list-style-type: none"> • The form in which a text was written is important to consider when analysing holy texts. <p>The Festival of Purim</p> <ul style="list-style-type: none"> • Esther's actions are remembered today by Jewish people through the festival of Purim.
<p>The Talmud</p>	<p>What is the Talmud?</p> <ul style="list-style-type: none"> • The word Talmud means "study." • The Talmud is a collection of writings from different Jewish leaders through history, explaining and interpreting the Torah. • The Talmud is sometimes called the Oral Torah. <p>What authority do the Torah and Talmud have for Jewish people?</p> <ul style="list-style-type: none"> • For some Jewish people, the Torah is the literal word of God. This group of Jewish people are more likely to follow these words and instructions literally, for example that the world was created in exactly six days with a day of rest. • For some Jewish people, the Torah is the words of Moses but inspired by God. This group of Jewish people may interpret the words and instructions more symbolically, for example the world may not have been made in exactly seven days, but it is symbolic that there is a creator God who made the world. • For some Jewish people, the Talmud is seen as the words of God given at the same time as the Torah and passed down through oral tradition. For this group of Jewish people, the instructions in the Talmud will be followed, as well as the instructions of the Torah. • For some Jewish people, the Talmud is something created by humans, not God. It is interesting to see how people followed the Torah in the past but it does not need to be followed today in the same way. <p>Wrestling with correctness.</p> <ul style="list-style-type: none"> • Within Judaism, there is an acceptance that there can be different interpretations and understandings of holy texts and teachings. • Different interpretations and understandings of holy texts can be discussed and debated, and this is sometimes known as "wrestling over correctness." • Sometimes, different interpretations and understandings of holy texts result in different groups within the same religion. These are called denominations. • Orthodox and Reform are two denominations in Judaism.

	<ul style="list-style-type: none"> Orthodox Jewish people typically have a more literal understanding of the texts and mostly believe that the Torah is the direct word of God and that the Talmud has authority as the instructions from God. Reform Jewish people typically have a more symbolic understanding of the texts and mostly believe that the Torah is the words of Moses inspired by God, and that the Talmud was not given by God.
<p>Prayer</p>	<p>What is prayer?</p> <ul style="list-style-type: none"> Prayer is a way that humans communicate with God. <p>The Shema and The Amidah</p> <ul style="list-style-type: none"> The Shema is a prayer recited in Judaism twice a day. It is a statement of faith and reminds Jewish people of monotheism. The Shema instructs Jewish people to remember this in various ways, including on door posts and binding on the body. The Amidah Prayer is read daily and for special occasions. The Amidah Prayer has a series of blessings, thanks to God, and requests.
<p>Shabbat</p>	<ul style="list-style-type: none"> Shabbat is the day of rest, which Jewish people hold each week in remembrance of the seventh day of creation. Shabbat is welcomed each Friday night until Saturday night. Shabbat is usually welcomed into the family by women in the family lighting the Shabbat candles and praying. The Ten Commandments state that Jewish people should not work on the Shabbat but keep the day holy. Different Jewish groups will interpret this in different ways.
<p>The Synagogue</p>	<p>The Torah Scrolls</p> <ul style="list-style-type: none"> The entire Torah is written out on parchment scrolls which are kept in a synagogue, in a Torah Ark. The Torah Scrolls are written in Hebrew, by hand. <p>A synagogue</p> <ul style="list-style-type: none"> Synagogue comes from a Greek word meaning "assemble." An orthodox synagogue will have separate areas for men and women, whereas a Reform synagogue will have one space for both. During prayers and services at the Orthodox synagogue, men will often wear religious items of clothing, fulfilling the instruction from the Shema. These are called tallit and tefillin. In a Reform synagogue, the rabbi may be female; in the Orthodox synagogue, the rabbi will always be male.

	<p>Reading the Torah at the synagogue.</p> <ul style="list-style-type: none"> • The Torah scrolls at the synagogue are treated with special care. • The synagogue will have Shabbat services on a Saturday where the Torah scrolls are taken out and read. A special section is read each week so that it is read in its entirety in one year. • In a Reform synagogue, electricity may be used to amplify the readings of the Torah; in an Orthodox synagogue it will not. • In an Orthodox synagogue the person reading the Torah will be male, and the person leading the services. In a Reform synagogue both men and women can read the Torah and be the leader of the service.
<p>Pesach</p>	<p>The Story of Pesach</p> <ul style="list-style-type: none"> • Pesach is the Hebrew term for Passover. • Pesach is celebrated each year to remember the story of The Exodus. <p>The Seder Meal</p> <ul style="list-style-type: none"> • Part of the Pesach festival includes a Seder Meal. Different parts of the Seder Meal represent different parts of the story. • Throughout the Seder Meal, different questions are asked (from the youngest member of the family to the oldest) to help everyone remember the story. • Matzah is bread made without yeast. It is eaten at Pesach as a reminder of how the Israelites had to leave Egypt quickly and could not wait for their bread to rise. • The Seder meal often includes a shank bone, bitter herbs, Charoset, lettuce, parsley, roasted egg and salt water. <p>Diversity of Practices for Pesach</p> <ul style="list-style-type: none"> • There is some diversity in how different Jewish groups celebrate the festival of Pesach. • Some diversity is between Orthodox and Reform interpretations. • Some diversity is due to Jewish groups living in different parts of the world. • Some Reform Jewish communities add different items as symbols of the story. For example, some Reform Jewish people may add 'Miriam's Cup', a cup of water placed on the table to remember Miriam's actions in the story of Moses and the Exodus. • Some Reform Jewish communities may substitute meat items for vegetarian or vegan alternatives. • There are instructions in the Torah and Talmud to make sure there is no yeast in your house in the week before celebrating Pesach, which Orthodox Jewish families may follow strictly.

	<ul style="list-style-type: none"> • Elements of the Seder meal can also differ according to cultures, as the Jewish population live in many countries as a diaspora.
<p>Bar and Bat Mitzvah</p>	<p>Rites of Passage</p> <ul style="list-style-type: none"> • Rites of passage mark someone’s journey through life. • Social scientists look at rites of passage in a society to see what is important to them. • Rites of passage can show others what is important within a community. • Rites of passage can show when someone is seen as an adult in the eyes of their community. <p>Coming of age in Judaism.</p> <ul style="list-style-type: none"> • Bar Mitzvahs are for boys when they turn 13, Bat Mitzvahs are for girls when they turn 12. The term means “son or daughter of the commandment.” • A Jewish man or woman who has been through this ceremony can now take on adult responsibilities at the synagogue and for their faith, such as the reading of the Torah in the synagogue. • Reading the Torah, in the Hebrew, will typically form part of the Bar and Bat Mitzvah ceremonies. <p>Diversity of practices with Bar and Bat Mitzvahs</p> <ul style="list-style-type: none"> • The Bar and Bat Mitzvah ceremonies themselves and the celebrations afterwards may differ according to different traditions and cultures. • Some Orthodox communities do not have Bat Mitzvahs where girls read from the Torah, because women will not read from the Torah at the synagogue. They may read something in Hebrew from the Tanakh or have other ceremonies for them. • Some celebrations involve a large party, some just for the family. Sometimes there is money raised for a charity as part of the celebrations.
<p>Tikkun Olam</p>	<p>Tikkun Olam: Repairing the world.</p> <ul style="list-style-type: none"> • Tikkun Olam means to “repair the world” or, more literally, “repair what has been broken in the world.” It is an important principle in Judaism. • Tikkun Olam is based on the creation story where God saw that “It was good” as well as the instruction to Adam to take care of the world. <p>Tikkun Olam and caring for the environment.</p> <ul style="list-style-type: none"> • Tikkun Olam can relate to physically caring for the environment, as well as social action to help people in difficult situations. • Different Jewish groups may be involved in campaigning work for better protection of the environment, as well as using sustainable methods for farming and teaching this to others.

Topic 4 | Christianity



<p>Overview</p>	<p>This in-depth study of the world's most prevalent religion allows students to explore Christianity through the discipline of theology. The unit explores the Christian faith through the United Learning core principles, by considering the historical foundations, origins and source of authority of the Bible. Within this, the teachings of the formation of life and human life are encountered, as well as the central principles of what it means to live a good life. The unit gives students an understanding of how teachings within Christianity are understood and followed today and why there is a diversity of expressions of the faith, thus developing an understanding of diversity within all the world religions to be studied subsequently. The two main Christian groups that will be discussed are Catholic and Protestant. These have been chosen as they are representative of the majority of Christian expression within the UK and the wider world (particularly in the West). Examples of where these traditions differ, and why, will give students an appreciation of the various factors affecting the development of faith communities over time, and how these influence the beliefs and practices within these communities. The practical outworking of Christian faith will be explored through case studies around evangelism and mission, whereby students will understand the deep connection between Jesus' teachings and social justice and how this is acted upon by Christians today through various initiatives.</p>
<p>Assessment</p>	<p>Skills Focus: Describe and Explain Questions</p> <p>Students will engage with a number of describe and explain questions throughout this unit. They will be exposed to model answers, success criteria scaffolds for each question. This will allow students to develop the skill of describing key aspects of events or beliefs and explaining different concepts and ideas using the PEE structure (Point, Evidence, Explain). This will culminate with an end of unit assessment, where students will be asked a series of knowledge questions, describe and explain questions.</p>
<p>Glossary Links Key Words</p>	<p>Pages 28-31</p> <p>Jesus The most important figure in Christianity, believed to be the Son of God.</p> <p>Mary The mother of Jesus.</p> <p>Ministry The work of a religious person.</p> <p>Crucifixion The execution of Jesus, by the Romans, on a cross.</p> <p>Resurrection Jesus rising from the dead three days after his crucifixion.</p>

	<p>Ascension Jesus' ascent to heaven, 40 days after his resurrection.</p> <p>Mary Magdalene A follower of Jesus who witnessed his resurrection.</p> <p>The Great Commission Jesus' instruction to his followers to spread his teachings to all people.</p> <p>Apostles The twelve main followers of Jesus who spread his message.</p> <p>St Paul An early Christian leader who wrote many letters in the New Testament.</p> <p>Phoebe A deaconess mentioned in the New Testament who helped the early church.</p> <p>Lydia A businesswoman and early Christian supporter of Paul.</p> <p>Nicene Creed A statement of Christian faith.</p> <p>Trinity The Christian belief in one God in three persons: Father, Son and Holy Spirit.</p> <p>Reformation A movement in the 16th century that led to the creation of Protestant churches.</p> <p>Protestant A branch of Christianity that broke away from the Catholic Church during the Reformation.</p> <p>Catholic The largest branch of Christianity, led by the Pope.</p> <p>Pope The leader of the Catholic Church.</p> <p>Messiah One expected to save and lead the people, Christians believe this to be Jesus.</p> <p>Salvation Being saved from sin and its consequences.</p> <p>Sermon on the Mount A collection of teachings by Jesus covering topics like love, prayer and moral guidance.</p> <p>The Lord's Prayer A prayer taught by Jesus to his disciples, summarising key beliefs in the Christian faith.</p> <p>Denomination A specific branch of group within Christianity.</p> <p>Sacrament An important ritual that represents an important part of the faith.</p>
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Topics	Key content
The Bible	<p>Jesus the Messiah (Christ)</p> <ul style="list-style-type: none"> • The events of Jesus' life, including surrounding his birth, fulfil many Old Testament prophecies about the Messiah (Greek, Christ). • Isaiah's prophecies in particular highlight a number of facts about the Messiah, which are found in Jesus' birth, life, suffering and death. • Jesus' disciples and other early Christians wrote down many of Jesus' words and actions in what we now call the Gospels. • Bible references can be looked up by using the book, chapter and verse <p>The New Testament</p> <ul style="list-style-type: none"> • The New Testament describes Jesus as the prophesied Messiah, continuing the story of salvation which started in the Tanakh.

	<ul style="list-style-type: none"> • Some of Jesus' followers also wrote other books besides the Gospels, including letters to individuals, as well as to churches in different locations • These texts were so important to early Christians that they were collected and copied many, many times. There are 27 individual books in the New Testament. • The Christian Bible comprises the Hebrew Bible and the New Testament. • Many Christians today understand themselves as the continuation of the salvation story described through the Bible. •
<p>Jesus' Birth</p>	<p>The Gospel Stories</p> <ul style="list-style-type: none"> • Jesus' birth is described in the Gospels of Matthew and Luke. • Jesus' birth occurs at about the year 1 AD, whilst the Jewish homeland is under Roman occupation. • The genealogy(ies) of Jesus reflect the importance for Christians of Jesus' place in Jewish history, as the long-awaited Messiah. • Mary's (Jesus' mother) 'lowly' status, how he was placed in a manger (animal feeding trough), and that his birth was announced first to shepherds (in Luke), point to the kind of Messiah Jesus would be. <p>Incarnation</p> <ul style="list-style-type: none"> • Mary was told by the angel Gabriel that Jesus would be "God with us". • The Gospel of John describes how "the Word [of God] became flesh". • The word 'incarnation' is used to describe God becoming human in the person of Jesus. <p>Christmas</p> <ul style="list-style-type: none"> • This festival celebrates Jesus' birth and involves various customs which reflect the importance of the original event(s). • Many Christian churches will light advent candles in the lead up to Christmas, which symbolise hope, peace, joy and love. • There are many different ways in which Christmas is celebrated across the UK, and all over the world today.
<p>Jesus' Ministry</p>	<p>The Sermon on the Mount</p> <ul style="list-style-type: none"> • Jesus' sermon alludes to Moses and the giving of the 10 Commandments at Mt. Sinai. • Jesus re-frames the Torah, teaching the people to follow the spirit of the law, rather than the letter of the law. • The poor and marginalised are at the centre of God's kingdom. <p>Prayer</p> <ul style="list-style-type: none"> • Jesus is often described as going away to pray, usually alone. • Jesus taught his followers how to pray. The Lord's Prayer (Matthew 6) has some similarities and differences with the <i>Amidah</i>. • Christians today look to the Lord's Prayer as an example of how they should pray. <p>Parables</p> <ul style="list-style-type: none"> • Jesus used stories which his listeners could easily relate to, but which often had a hidden, or deeper, meaning; known as parables. • Parables were a way of teaching about what God's kingdom is like, and how people should live. Parables often presented people with a choice.

	<ul style="list-style-type: none"> • The Parable of the Sheep and the Goats is an important parable about how Jesus' followers should act towards others, and the eternal consequences. <p>Miracles</p> <ul style="list-style-type: none"> • Jesus performed many miracles, including turning water into wine, healing the sick, calming a storm, and walking on water. • Jesus' miracles can be described by the categories 'nature miracles' and 'healing miracles.' • Many Christians believe that God still performs miracles today.
<p>Jesus' Death and Resurrection</p>	<p>Holy Week</p> <ul style="list-style-type: none"> • The events surrounding Jesus' suffering, death and resurrection are remembered by many Christians during Holy Week, which finishes with Easter Sunday. • Holy Week begins on Palm Sunday (remembering Jesus' triumphal entry into Jerusalem) and ends on Easter Day (also called Resurrection Sunday). <p>Death</p> <ul style="list-style-type: none"> • Jesus was betrayed by one of his disciples, Judas; and another disciple, Peter, denied knowing Jesus. • Jesus was put on trial by the Jewish religious leaders, and by Pontius Pilate, and put to death by crucifixion. • There are important parallels between Passover and Jesus' sacrificial death (atonement). • Women were amongst those who witnessed the crucifixion, including Mary Magdalene. <p>Resurrection</p> <ul style="list-style-type: none"> • Jesus' burial in a tomb, with a stone covering the entrance. • Women were the first witnesses to the resurrection, including Mary Magdalene. • Jesus appeared to the disciples and explained the meaning of his death and resurrection to them. • Christians believe they will share in Christ's resurrection and have eternal life. The resurrection of Jesus is the most important belief for most Christians.
<p>The Great Commission and the Ascension</p>	<p>The Great Commission</p> <ul style="list-style-type: none"> • The sending of Jesus' followers into the world to "make disciples of all nations...teaching them to obey everything I have commanded you." • Jesus promised to always be with his followers. <p>The Ascension</p> <ul style="list-style-type: none"> • The ascension of Jesus is described in the Gospel of Luke. • Jesus returns to the Father, so that the Holy Spirit can be given to his followers. • The Trinity is a church teaching which developed to explain how God can be Father, Son and Holy Spirit; though this word is not itself found in the Bible. • The promise of Jesus' return (the Second Coming). <p>Pentecost</p> <ul style="list-style-type: none"> • Pentecost was originally a Jewish festival celebrating the giving of the law to Moses at Sinai.

	<ul style="list-style-type: none"> • In Acts, the Holy Spirit is given to the apostles whilst they were in Jerusalem celebrating Pentecost. • The apostles were enabled by the Spirit to speak in "other tongues" (languages), so that those visiting from other nations could understand them. • Christians believe that the Holy Spirit is with them in their daily lives, guiding them and giving them strength to live out their faith.
<p>The Establishment and Growth of the Church</p>	<p>St. Paul</p> <ul style="list-style-type: none"> • Paul had been a zealous and educated Jewish person (most likely a Pharisee), who persecuted the followers of Jesus because they threatened the integrity of Jewish society. • Paul had a vision of the risen Jesus on the road to Damascus and became a follower of Jesus. • Paul travelled to other nations to spread the gospel, and wrote letters to the early church communities. • Women were prominent in Paul's ministry (e.g. Lydia, Priscilla, Phoebe, etc.) <p>Christianity in the Roman Empire</p> <ul style="list-style-type: none"> • Christians were persecuted by Jews and non-Jews alike. • Persecution helped to spread Christianity throughout the known world. • Emperor Constantine decided to make Christianity the official religion of the Roman Empire. • The growth of the institutional church led to the formulation of creeds (Including the Nicene Creed) and official doctrines (including the Trinity). • Differences between Christian traditions persist today and can be seen amongst various denominations.
<p>Catholicism and Protestantism</p>	<p>The Authority of the Bible</p> <ul style="list-style-type: none"> • Because the New Testament books were written by people with first-hand experience of Jesus' life and teachings, Christians hold them to be as important as the Tanakh (Hebrew Bible), which is referred to as the Old Testament. • Christians look to the whole Bible for guidance on how to live their lives. They believe that God inspired the authors of books in the Bible, so it conveys God's truth. • Christians differ in how they interpret the Bible. Some believe it is God's word to all people, in all times; whilst others believe that we should consider any social and cultural changes which have occurred since it was written. • Literal interpretation and liberal interpretation are two broad categories to describe these different approaches. • The Gospel writers sometimes describe events in different ways, and in a different order. This raises interesting questions about authorship and reliability. <p>Apostles, Popes and Bishops</p> <ul style="list-style-type: none"> • The Catholic Church believes that the Pope and Bishops are the successors of Peter and the apostles. • Various Church traditions have developed throughout history, which have different understandings of the authority of the Bible in relation to Church authority. • The inaccessibility of the Bible to most (illiterate) people throughout Church history prompted the work of the Reformers to translate the Bible into German, English, etc.

	<p>Protestantism</p> <ul style="list-style-type: none"> Protestantism began through a protest against Catholicism's more questionable practices (e.g. indulgences). Martin Luther's 95 theses are usually recognised as marking the beginning of the Reformation. There has been subsequent growth and development of many different denominations, including Pentecostalism.
<p>The Sacraments</p>	<p>What are Sacraments?</p> <ul style="list-style-type: none"> A sacrament is a special religious ceremony which brings God's blessing. Catholics recognise seven sacraments: Baptism, Communion, Confirmation, Reconciliation, Matrimony, Holy Orders, Anointing of the Sick. Protestants recognise two sacraments: Baptism and Communion. <p>Celebrating the Sacraments</p> <ul style="list-style-type: none"> The various rites and customs associated with these sacraments hold important symbolism. There are a range of beliefs about how important the Sacraments are, including whether they are purely symbolic, and whether something significant happens. The sacraments of Baptism and Communion are celebrated in different ways in different Christian traditions. <p>Important Differences</p> <ul style="list-style-type: none"> Marriage is a sacrament in Catholicism but not in Protestantism. These traditions therefore have very different attitudes to divorce, annulment or re-marriage The importance of marriage is in its basis for family; with family seen as the basis for society. Ordination is exclusively male in Catholicism, but Protestants now ordain female priests and bishops. Christians today express a range of views about these differences.
<p>Life After Death</p>	<p>Judgement</p> <ul style="list-style-type: none"> Christians believe that after death, all people will face God's judgment, where their faith and actions will determine their eternal destiny. Those who have accepted Christ's salvation and lived in line with God's will are promised eternal life in God's presence. Those who reject God and live in sin face eternal separation from Him, often understood as hell, or spiritual death. <p>Heaven, Hell, and Purgatory</p> <ul style="list-style-type: none"> Many Christians believe that heaven is the eternal dwelling place of God, where those who have lived righteously and accepted Christ's salvation will experience eternal joy, peace and communion with God. Hell is usually understood as a state of eternal separation from God, where souls who have rejected God's gift of salvation face punishment, often described as suffering or spiritual death. In some Christian traditions, particularly Catholicism, purgatory is believed to be a temporary state where souls undergo purification before entering heaven. <p>The New Creation</p>

	<ul style="list-style-type: none"> • Many Christians believe that at the end of time, God will renew heaven and earth, and this new creation will be free from sin, suffering and death. • The resurrection of the dead is central to belief in a new creation: all people will be physically resurrected, with their bodies transformed to live in the renewed creation in eternal communion with God, or separated from Him forever. • In the new creation, Christ will reign over everything forever, and his followers will experience eternal life in a world of justice, peace and harmony.
<p>Evangelism and Mission</p>	<p>Evangelism and Mission</p> <ul style="list-style-type: none"> • Christians today try to live out the Great Commission in different ways. • There are many examples of initiatives at the local/national/global level (e.g. street pastors, food banks, Alpha Course, Christian Aid, Tear Fund, CAFOD etc.) • Some Christians undertake such activities with the expressed purpose of making converts. Other Christians believe it is important simply to show Jesus' kindness to others. <p>Local, National, and Global</p> <ul style="list-style-type: none"> • Street Pastors are an example of local evangelism and mission. • The Alpha Course has a national impact, especially in the Anglican church. • Gideons International place Bibles in hotels and hospitals, to enable people to read God's wisdom, often when they may be at their loneliest.