

Year 7 End Points

The Buddha	Jesus the Radical	Hindus and Reincarnation	Green Christianity
<ul style="list-style-type: none"> Know how the life of the Buddha led to his teachings. Know the Three Marks of Existence Know the Four Noble Truths Know the Eightfold Path Know the Four Brahma Viharas (Five Precepts assessed later) Know Mindfulness and Meditation Know the importance of the Sangha. Know key ethics of Humanism. 	<ul style="list-style-type: none"> Know the Gospels Know Jesus' views on sinners. Know examples of Jesus' attitude towards women Know one example of a Christian organisation and one example of a Christian individual whose actions were radical. Know reasons why the Church is radical and why it is not radical enough. Know a range of religious positions on key issues. 	<ul style="list-style-type: none"> Know the Hindu creation story. Know 3 features of Hinduism. Know the key holy texts of Hinduism. Know the Purusharthas – Dharma, Artha, Kama and Moksha Know the different ways that Hindus can achieve Moksha. Know types of diversity in Hinduism. Know how the Caste System has been challenged. Know some ways that Hindus protect the environment. Know Hindu commitments to non-violence – ahimsa, harmlessness, vegetarianism. 	<ul style="list-style-type: none"> Know the Christian creation story and its context. Know the story of Adam and Eve in the Garden of Eden Know the concept of stewardship. Know at least one Christian and one scientific example of stewardship. Know some examples of good and bad stewardship

Year 8 End Points

Morality	Being a Muslim Teenager	Sikhism and Serving Others	Expressions
<ul style="list-style-type: none"> Know key terms related to morality. Know influences for morality . Know the main teachings of the Sermon on the Mount and the Golden Rule. Know key teachings of Sikhism on right and wrong – Vand Chakha, Sewa, Nam Simran, Kirat Karna Know the Five Moral Precepts (and the Four Braham Viharas) Know examples of non-religious moral rules or organisations 	<ul style="list-style-type: none"> Know the Muslim concepts of submission and Iman. Know the Muslim concepts of Ibadah and Akhlaq. Know some examples of famous Muslims in the UK. Know where Mosques and Islamic communities are in the 3-county area. Know the key differences between Sunni and Shi'a Muslims. Know some examples of Islamic Fundamentalist groups. Know some examples of Muslims tackling Islamophobia and stereotypes. Know the two meanings of Jihad 	<ul style="list-style-type: none"> Know the story of Guru Nanak Know the key teachings of the Ten Gurus Know about Sewa and Langar Know the 3 Sikh Duties Know the Sikh Path of Life Know the features of the Amritsdhari. Know some challenges of being a teenage Sikh in Britain today 	<ul style="list-style-type: none"> Know some of the key features of Muslim art. Know some ways that Jesus is represented in Christian Art Know the features of Mandalas. Know the features of Klezmer Music. Know Rudolf Ottos idea of the mysterium tremendum et fascinans.

Year 9 End Points

Happiness	Being a Jewish Teenager	GCSE Christian Beliefs	GCSE Buddhist Beliefs
<ul style="list-style-type: none"> Know some different definitions for happiness. Know different Christian beliefs about happiness on earth and in heaven. Know the meaning of Dukkha in Buddhism Know the features of Action for Happiness Know the meaning of materialism and consumerism 	<ul style="list-style-type: none"> Know key features of Judaism including Shabbat, festivals, place of worship. Know some problems faced by Jewish teenagers. Know about the Covenant between God and the Jewish people. Know the different diverse groups with Judaism. Know what the Shoah is and Jewish perspectives on this. Know about the concept of statehood and the promised land. Know about Anti-Semitism in a modern context 	<ul style="list-style-type: none"> I know Christian beliefs about the nature of God. I know Christian beliefs about the qualities of God. I know Christian beliefs about the Trinity. I know key Christian beliefs about the incarnation of Jesus Christ. I know key Christian beliefs about the Crucifixion. I know key Christian beliefs about the resurrection and ascension of Jesus Christ. I know key Christian beliefs about life after death and their relation to the resurrection of Jesus Christ I know key Christian beliefs about sin and salvation and the role of Christ in salvation. 	<ul style="list-style-type: none"> I know key Buddhist beliefs about the life of the Buddha including his early life, the Four Sights, his ascetic life and his enlightenment. I know what the Dhamma is. I know the Buddhist concepts of dependent arising and the Tibetan wheel of life. I know what the three marks of existence are. I know what the Four Noble Truths are and what this means in practice for Buddhists. I know key differences in the practice of Buddhism

Year 7: The Buddha: How and why do his experiences and teachings have meaning for people today?

Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
Life of the Buddha	Pupils may have studied Buddhism at primary school and so the teacher will need to be aware of any prior knowledge and seek to build on this.	The story of Siddhata Gotama – the Buddha – is the basis of Buddhist beliefs and the Four Noble Truths. For pupils to understand Buddhism, they must know this story.	Next pupils will go on to study the main beliefs of Buddhism.	Know how the life of the Buddha led to his teachings.	KAP1
The Dhamma	Whilst some knowledge of Buddhism may have been gained before this lesson, it is unlikely that pupils have studied these beliefs so far. An understanding of the story of Buddha from the first lesson will be important.	The Dhamma – the key beliefs of Buddhism are fundamental to the religion and the moral beliefs of Buddhists. Pupils will need to know what these are and how they are linked.	Next pupils will go on to study how these beliefs affect everyday Buddhist life.	Know the Three Marks of Existence Know the Four Noble Truths Know the Eightfold Path	KAP1
Buddhist Life	Pupils may have already done some work on the life of Buddhists in Primary School. They have weekly mindfulness sessions in PSHE and so will be aware of these techniques already.	Pupils may have friends or are aware of the lives of other faiths as they are more prominent in Britain – whereas Buddhists are less so. This will be an opportunity to resolve this.	Now pupils will go on to study the Sangha – the community of Buddhist monks and nuns and see how their lives differ from ordinary Buddhists.	Know the Four Brahma Vitans Know Mindfulness and Meditation Know key Buddhist symbols	KAP1
The Sangha	Buddhist monks are recognisable and may have been seen in popular culture – some may be aware of the Dalai Lama for example.	Following on from looking at the lives of ordinary Buddhists, pupils will look at the community of monks and nuns that make up the Sangha and how their lives are different.	Next pupils will go on to compare Buddhism with other similar Western beliefs and with Humanism – a non-religious group.	Know the importance of the Sangha.	KAP1
Buddhism and the West	Pupils may have some awareness of Buddhist and Humanist principles from work they have done in the past – e.g. mindfulness.	Buddhism seems to be the most palatable of the six major world religions to those who have no faith and there are therefore parallels with groups like Humanists – this lesson seeks to explore these parallels.	Next pupils will go on to study the life of Jesus and why he was so radical. Pupils will go on to study Buddhism in some of the Year 8 units and then in the GCSE RS Short Course.	Know key ethics of Humanism.	KAP1

Year 7: What is so radical about Jesus?

Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
Who was Jesus and why was he radical?	Pupils will already have some experience of religious leaders through their study of the Buddha. They will have some knowledge of the life of Jesus from primary school and through celebrating festivals such as Christmas.	Similarly to Buddhism, the life of Jesus and his actions are fundamental to the beliefs of Christians. This unit is dedicated to looking at why Jesus can be considered a radical and these early lessons will focus on the different ways that he can be considered radical.	Next pupils will go on to study other ways that Jesus was radical.	Know the Gospels	KAP1
Jesus and Sinners	Pupils will have learned about the life of Jesus and reasons why he was radical in the previous lessons. They may have some knowledge of the stories in this lesson, particularly if they are Christian themselves.	Jesus surrounded himself with those that society considered to be outsiders. His association with prostitutes, tax collectors and lepers for example would have been considered very radical for the time – people that Jews would have considered unworthy to associate with the Messiah.	Pupils will continue to look at the radical actions of Jesus in the next lessons.	Know Jesus' views on sinners Know examples of Jesus' attitude towards women	KAP1
Christians actions	Pupils will have learned about the radical actions of Jesus and will be able to compare these actions with those of Christians to judge if Christians are being radical enough in their own lives and following the example of Jesus.	Following on from looking at Jesus' actions and teachings, pupils will have the opportunity to look at how the Church has interpreted these into their own actions. Are Christians as radical as Jesus wanted them to be?	Pupils will return to Christianity as a topic later in the year and in future years as well. Christianity will be one of the main foci for GCSE Short Course RS.	Know one example of a Christian organisation and one example of a Christian individual whose actions were radical. Know reasons why the Church is radical and why it is not radical enough. Know a range of religious positions on key issues.	KAP1

Year 7: Why do Hindus not want to be reincarnated?

Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
Hinduism in Britain	Pupils will have learned about Hinduism in Primary Schools where it is one of the main religions that they study according to the 2022 SACRE. They will have some idea of some Hindu beliefs already.	Hinduism is the 3 rd largest religion in the UK and one of the centres of Hinduism is in Leicester. These lessons will allow pupils to study the lives of Hindu teenagers in the UK.	In the next lessons pupils will use their understanding of Hinduism to help explain Hindu beliefs on reincarnation.	Know the Hindu creation story. Know 3 features of Hinduism. Know the key holy texts of Hinduism.	KAP1
Hindus and Reincarnation	Pupils will have some understanding of Hindu beliefs and specifically those about reincarnation already prior to this lesson.	One of the beliefs that marks Hinduism out from other world religions is their beliefs about life after death and yet Hindus themselves try to escape the process of reincarnation. These early lessons will introduce their beliefs on life after death.	In the next set of lessons, pupils will learn about the Caste System and diversity in Hinduism.	Know the Purusharthas – Dharma, Artha, Kama and Moksha Know the different ways that Hindus can achieve Moksha.	KAP1
Diversity in Hinduism	Pupils should now have a good working knowledge of key Hindu beliefs. They may also have visited Leicester before during Hindu religious festivals and may be aware of some elements of Hindu culture.	These lessons will allow pupils to understand the Caste System in Hinduism and challenges to it. This will help them to understand different ways that religions can be diverse.	In the next set of lessons pupils will learn about what Hindus believe about the environment and non-violence.	Know types of diversity in Hinduism. Know how the Caste System has been challenged.	KAP1
Hinduism and the Environment	Pupils will have some understanding of environmental and sustainability issues from their work in Geography. They may have learned about aspects of these beliefs in primary school.	Hindus views on non-violence, harmlessness and vegetarianism offer a way of protecting the environment in contrast to prevailing western views.	In the next unit, pupils will take on the ideas from these lessons and look at Christianity and the idea of Stewardship. Some concepts of Hinduism will also come up in Year 8 lessons.	Know some ways that Hindus protect the environment. Know Hindu commitments to non-violence – ahimsa, harmlessness, vegetarianism.	KAP1

Year 7: Should Christians be greener than everyone else?

Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
The Creation	Pupils may have learned about the Creation Story in Primary School and the teacher should be prepared to build on this knowledge and not to simply repeat it.	The Bible creation story is not just the basis of Christian belief but those of Judaism as well. It was the prevailing view of the creation of the world until scientific ideas began to supersede it and is the basis of the Jewish Shabbat.	In the next lesson pupils will take on the story to the next step and look at the tale of Adam and Eve and what this can teach Christians about the environment.	Know the Christian creation story and its context	KAP1
What is the point of a human?	Pupils may already have heard of or studied the story of Adam and Eve as part of their previous work on Creation in Primary School. Again, teachers will seek to build on this knowledge and not simply repeat work they have already done.	As with the Creation Story, the story of Adam and Eve is important to both Christians and Jews and helps to explain Christian beliefs about stewardship, sin, death and Jesus.	In the next lesson pupils will look at Christian ideas of stewardship and how they try to show the principles that they have learned about in this lesson.	Know the story of Adam and Eve in the Garden of Eden	KAP1
Christian Stewardship	Pupils have now learned about the relevant stories that they need to know for his lesson regarding the Creation and Adam and Eve.	Christian views of stewardship are important for understanding their views on the environment so pupils will have the opportunity to look at what this really means to Christians.	In the final set of lessons pupils will study different concepts of good and bad stewardship and to what extent Christians are responsible for the good and bad stewardship that is happening in the world.	Know the concept of stewardship Know at least one Christian and one scientific example of stewardship	KAP1
Should Christians be greener than everyone else?	Pupils have already studied Hinduism and the Environment in the previous unit which will have given them an idea about other religious views on the environment. They will also have some concept of the environment and sustainability from Geography lessons	Other religions and non-religious groups also care for the environment – but should Christians with their belief in stewardship care more? This unit will allow pupils to look at other environmental groups and the inspirations behind these and then to compare these with Christian actions.	Next year pupils will continue to learn about some elements of Christianity, so can build upon what they have done this year. They will also be studying Christianity as one of the two religions in the GCSE RS Short Course.	Know some examples of good and bad stewardship	KAP1

Year 8: Morality – What is good and what is bad? How do I decide?

Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
Where do we get our morals from?	Pupils will already have learned about some of the key rules from some of the religions they have studied. They will also have their own understanding of what is right and wrong.	Before studying different views on morality from religion, pupils will get the opportunity to learn key terms they will need for this unit and to consider their own morals.	Pupils will now go on to look at different morals codes, firstly of different religions and then of non-religious people.	Know key terms related to morality Know influences for morality	KAP1
The Sermon on the Mount	Pupils will have some knowledge of Christianity already including the teachings of Jesus – though they probably have not come across this one yet.	The Sermon on the Mount highlights Christian views on morality and what is right and wrong. Pupils will learn the main teachings of this and what Christians should take from it.	Next pupils will look at a variety of other moral beliefs from other religions which they can then use to compare with the teachings of Jesus and Christianity. Some of these teachings will return when they study Christianity for short course RS at GCSE.	Know the main teachings of the Sermon on the Mount and the Gold Rule	KAP1
Religions and Morals	Pupils will have studied the five pillars of Islam before – this should be noted by the teacher who should seek to build on their prior knowledge. They will have some knowledge already of Buddhism and Sikhism.	Pupils will now study a range of religious rules directing their adherents in what is right and wrong. They will then be able to compare the four religions that they have studied and also compare these to their own views.	Next pupils will go on to look at non-religious moral codes and viewpoints – where do they get their ideas of what is right and what is wrong? Some of the ideas on Buddhism will return when students study it for short course RS at GCSE.	Know key teachings of Sikhism on right and wrong – Vand Chakha, Sewa, Nam Simran, Kirat Karna Know the Five Moral Precepts (and the Four Braham Viharas)	KAP1
Where do non-religious people get their morals?	Pupils can now use what they have learned about religions and the moral code and rules that they have created to help them in these lessons.	Religions are held up by their adherents as being the moral backbone of their societies – consider the importance that American Presidents place on showing their religious credentials. Where do non-religious people get their morals from and could society cope without them?	Pupils will next go on to study Islam and what the challenges are of being a Muslim teenager.	Know examples of non-religious moral rules or organisations	KAP1

Year 8: What is good and challenging about being a Muslim teenager in Britain today?

Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
Being British and Muslim	Pupils will already have studied some lessons on Islam either in Primary School or in previous units at Key Stage 3. The teacher will aim to build on what they already know.	The unit opens with a recap of what pupils already know about Islam but then aims to build on this by looking at Muslims in Britain and particularly in Nottingham, Derby and Leicester who have significant communities of Muslims.	Next pupils will begin to use their knowledge of Islam to challenge assumptions about it and the Islamophobia that comes from those. They will begin by looking at division within the religion itself	<p>Know the Muslim concepts of submission and Iman.</p> <p>Know the Muslim concepts of Ibadah and Akhlaq.</p> <p>Know some examples of famous Muslims in the UK</p> <p>Know where Mosques and Islamic communities are in the 3-county area</p>	KAP1
Why are there different Muslims?	Pupils will already have an understanding from previous lessons in RE and in History that there are different sects or denominations of religions. They may be aware of the terms Sunni and Shi'a	Just as with Christianity and Hinduism – where pupils will be aware of or will have studied them – there are different denominations or sects of Islam – significantly the Sunni and Shi'a communities. Pupils will study the differences between these two groups and the reasons for them.	Now pupils will use what they have learned to challenge stereotypes of Muslims and assumptions about Muslims.	Know the key differences between Sunni and Shi'a Muslims	KAP1
Tackling Islamophobia	Pupils will have their own pre-conceived ideas of Islam either gained from societal pressures or alternatively from the work they have done in the classroom. The teacher will challenge any incorrect understanding that they may have.	Muslim teenagers have probably experienced some form of Islamophobia in the UK. This lesson will look at stereotypes of Muslims, different examples of Islamophobia and how and why we should challenge it.	In the final lessons pupils will look at the problems of Islamic Fundamentalism and the different meaning of the word Jihad. This should help to clarify some of the negative stereotypes about Muslims.	Know some examples of Muslims tackling Islamophobia and stereotypes	KAP1
Islamic Fundamentalism	Pupils may be aware of some of the groups that will be discussed in the lesson from news reports. They will also have a good understanding of the beliefs of Islam by now as well. The lesson will seek to develop understanding whilst tackling a difficult subject.	Some of the islamophobia directed against Muslims comes from their views on Islamic Fundamentalism. These lessons therefore aim to study these groups, the reasons for their views and how most Muslims would seek to challenge them. They will also look at the often misunderstood term of Jihad.	In the next unit pupils will be learning about Sikhism and the challenges that Sikhs face in Britain. They should then be able to compare the experiences of Muslims and Sikhs.	<p>Know some examples of Islamic Fundamentalist groups</p> <p>Know the meaning of Ijtihad and different views about it</p>	KAP1

Year 8: How are Sikh teachings on equality and service put into practice today?

Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
Sikhism and God	Pupils will already have completed some lessons on Sikhism either at Primary School or in units that they have completed so far in Key Stage 3. They may have already studied Guru Nanak at an earlier Key Stage.	Sikhism stands in stark contrast to other religions founded in India due to it being monotheistic. In these lessons pupils will learn about Guru Nanak and his key teachings on God that set Sikhism apart from Hinduism, Buddhism and Islam.	Next pupil will look at other key teachings of the Ten Gurus.	Know the story of Guru Nanak Know the key teachings of Guru Nanak	KAP3
Teachings of the Gurus	Pupils will be able to follow on from their understanding of the teachings of Guru Nanak by looking at the teachings of the other Gurus. Their work on Sikh morals will have helped them gain and understanding for basic Sikh beliefs and expectations.	In these lessons pupils will be learning about the key teachings of the Ten Gurus which guide Sikhs in their everyday lives and help them to escape from the cycle of life to achieve mukti.	Next pupils will go on to look at the life of Sikhs who are part of the Amritsdhari and they expectations that are placed on them in their everyday lives.	Know about Sewa and Langar Know the 3 Sikh Duties Know the Sikh Path of Life	KAP3
Amritdhari	Pupils will have studied the 5 Ks at Primary School and may already know what they are. Therefore the teacher should seek to build on this during the lesson. They will also be familiar with the idea of Sikhs wearing Turbans.	Many pupils may be familiar with the 5 Ks and the Turban as symbols of Sikhism but they are in fact symbols of the Amritsdhari – the community of Sikhs that have taken part in the Amrit Ceremony. Pupils will look at the obligations and prohibitions placed on this group.	Finally pupils will look at the experiences of all British Sikhs and the challenges that all Sikhs face both culturally and socially in Britain.	Know the features of the Amritsdhari	KAP3
Being a British Sikh	Pupils have already looked at the challenges of being a British Hindu and a British Muslim. They should be able to recall some of the issues they learned about to compare the experience of British Sikhs.	Finally, going alongside the lessons on British Muslims and Hindus, pupils will look at the lives of British Sikhs in the UK and consider the questions of Sikh identity in modern Britain.	Some pupils may go on to study Sikhism as part of the Short Court GCSE RS. In the next unit they will be looking at how different religions express their faith through the arts.	Know some challenges of being a teenage Sikh in Britain today	KAP3

Year 8: How can people express the spiritual through the arts?

Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
Islam and Art	A good understanding of Islam, which pupils will have gained so far, will help them understand some of the reasons for how Islam expresses itself through the arts	This unit aims to look at different ways that religions express their faith. This unit begins with a lesson is Islamic Art and the reasons behind it.	Pupils will now go on to study another form of religious expression.	Know some of the key features of Muslim art	KAP1
How do artists convey Jesus?	Pupils have already done some work on the life of Jesus and this will help when they study how artists have portrayed him and some of his actions.	Jesus is one of the most painted figures in Art. In this lesson pupils will be looking at how Christians represent Jesus in art and the reasons behind this.	Pupils will now go on to study another form of religious expression.	Know some ways that Jesus is represented in Christian Art	KAP1
Mandalas	Pupils have already studied some of the key beliefs of Buddhism including the Dhamma – this will help to explain their use of Mandalas.	One of the most important Buddhist beliefs is the belief in impermanence. Sand Mandalas are a key representation of this and Mandalas have become a key tool of mindfulness.	Pupils will now go on to study another form of religious expression.	Know the features of Mandalas	KAP1
Music and Religion	Pupils will already be familiar with how Christians use music in their services through their visits to Churches at Christmas. They have some knowledge of Sikhism from their work in these units and may have studied Judaism in Primary School.	Christians, Jews and Sikhs make music an important part of their worship. Whilst pupils may be familiar with Christian worship music, Sikh worship music and Jewish Kletzmer music will be less known. This will allow pupils to compare these styles to ones that they are familiar with.	Pupils will now go on to study another form of religious expression.	Know the features of Klezmer Music Know some features of music in Sikh worship	KAP1
Shinnyo-en Lanterns	Pupils will have studied beliefs about death from the Indian sub-continent when they looked at Sikhism and Hinduism. This will help when they study Buddhist beliefs on life after death as they are similar.	Buddhist Shinnyo-en-Lanterns are a different form of religious expression. Pupils will be able to learn about these and make their own Shinnyo-en Lanterns to express their own ideas.	In their final lessons of the year, pupils will be creating their own form of moral expression based on their own beliefs.		KAP1
How can I express my own spiritual and moral beliefs?	Pupils will be able to use all of the examples from this unit and also their lessons in the creative subjects in order to come up with their own work that expresses their beliefs, morals or opinions.	To help pupils express their own ideas they will look at the ideas of Rudolf Otto and then use this to create their own art, music, poetry, etc.	In the next year pupils will be studying different ideas about Happiness before they study Judaism and then begin their Short Course in RS.	Know Rudolf Ottos idea of the mysterium tremendum et fascinans	KAP1

Year 9: Should happiness be the purpose of life?

Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
What is happiness?	Pupils will not require any specific knowledge for this lesson though they may have picked up from their RE lessons so far what different adherents may think is the cause of happiness.	This unit aims to explore what people mean by happiness. In this first lesson pupils will look at different ways that we use this term and which ways of achieving happiness might be most satisfying.	Next pupils will go on to study different religious and non-religious perspectives on how to attain happiness.	Know some different definitions for happiness	KAP1
Christianity and Happiness	Pupils have already done units on Christianity and will therefore have a good understanding of Christian beliefs and where they get these beliefs from.	Christians believe that happiness comes from a life live in relationship with God and making the world a better place. In this lesson pupils will explore these ideas more.	Pupils will now go on to study Buddhist views on how to attain happiness. They will be able to compare them with the Christian views they learned in this lesson. They will go on to study more Christian beliefs in the GCSE RS Short Course.	Know different Christian beliefs about happiness on earth and in heaven	KAP1
Buddhism: A search for happiness?	Pupils have already studied the Dhamma in Buddhism and the story of Siddatha Gotama. This will help them to understand the concept of Dukkha.	Buddhists believe that life is unsatisfactory – this is the concept of Dukkha. The purpose of life therefore is to find ways to make it more satisfactory – a search for happiness. Pupils will explore these ideas in more detail.	Pupils will now go on to study different worldviews on how to achieve happiness so that they can compare them to religious viewpoints.	Know the meaning of Dukkha in Buddhism	KAP1
Action for happiness	Pupils have already studied some non-religious groups who have contributed to society. Action for happiness also use many mindfulness techniques which they have studied in their lessons on Buddhism	There are also non-religious groups who aim for and hope to bring about happiness. In this lesson pupils will look at the Action for Happiness campaign and how they believe that we can achieve happiness.	Next pupils will consider whether consumerism/materialism might be a way to attain happiness and what is the best way to achieve it.	Know the features of Action for Happiness	KAP1
How do attain happiness?	Pupils will now have the opportunity to use what they have learned in the lessons in this unit.	In the final lessons pupils will reflect on religious and non-religious views of attaining happiness and compare these to a materialist pursuit of happiness. What is the best way to attain happiness?	In the next unit, pupils will study the issues for Jewish teenagers growing up in the UK to complete their study of different religions from Key Stage 3.	Know the meaning of materialism and consumerism	KAP1

Year 9: What is good and challenging about being a Jewish teenager in Britain today?

Topic	Prerequisites	Rationale	Next Steps	End Goals	Assessment
What gives Jews their identity?	Pupils will have already studied some aspects of Judaism at Primary School. They will have gained some knowledge from other units in Key Stage 3 lessons.	This final unit in Key Stage 3 aims to look at the challenges of being Jewish in the modern world. In the first lesson they will be looking at what makes someone Jewish	In the next lesson pupils will go on to study what the challenges are of being a Jewish teenager.	Know key features of Judaism including Shabbat, festivals, place of worship	KAP1
Being a Jewish teenager	Pupils now have a basic understanding of the religion of Judaism. They have also studied the issues for teenagers in a number of religions from the UK.	Throughout Key Stage 3 pupils have been considering the challenges of someone there age from different religions. This completes the cycle by looking at the challenge of being a Jewish teenager.	In the next lesson pupils will look at the concept of a covenant between God and the Jewish nation.	Know some problems faced by Jewish teenagers	KAP1
Being Gods Chosen People	Pupils may have already learned the stories of Abraham and Moses. This will help with their understanding of this concept.	In this lesson pupils will be learning about the covenant between God and the Jewish people and what this means for Jews and the rules they have to follow in their everyday life.	In the next lesson pupils will look at different denominations or sects of Judaism.	Know about the Covenant between God and the Jewish people	KAP1
Diversity in Judaism	Pupils now have a good working knowledge of Judaism. They have also studied diversity in other religions as well.	A thread that we have followed through Key Stage 3 has been the diversity within different religions – e.g. Islam and Hinduism. Pupils will now look at different sects of Judaism.	In the next lesson pupils will look at the Shoah (The Holocaust) from a Jewish perspective.	Know the different diverse groups with Judaism	KAP1
The Shoah	Pupils may have already studied the Holocaust in other lessons, particularly in History. They may also have studied this in Primary School.	The Holocaust, called the Shoah by Jews, stands as the most outrageous act of prejudice in history. How do Jews reconcile this with their relationship with God and what must we do to fight prejudice?	In the next lesson pupils will look at the concept of the promised land. Some may go on to study the persecution of the Jews in GCSE History.	Know what the Shoah is and Jewish perspectives on this	KAP1
Judaism and Nationhood	Pupils will have some knowledge of the idea of the promised land from the work on the covenant with God. They may also have some knowledge of the state of Israel.	The concept of the promised land is as old as Judaism itself – Abraham himself was searching for the land promised to him by God. Now Israel exists, how far can it be separated from Judaism as a religion?	In the final lesson on Key Stage 3 pupils will look at the rise of Anti-Semitism and how it can be tackled.	Know about the concept of statehood and the promised land	KAP1
The rise of antisemitism	Pupils will have some understanding of anti-Semitism already from their work on the Shoah and from their history lessons.	Anti-Semitism has made a resurgence in recent years despite the lessons learned from the Shoah. Where does it come from? Why does it persist? And what is the impact on young British Jews?	Some pupils may go on to study the persecution of the Jews in Nazi Germany for GCSE History. GCSE RS Short course also highlights persecution in other religions.	Know about Anti-Semitism in a modern context	KAP1