

Subject	Religious Studies	Year Group: Year 7	
	Term 1	Term 2	Term 3
<b>Scheme title:</b>	Ultimate Questions	Judaism	Wealth and Poverty
<b>Purpose of scheme:</b>	To respond to the Enquiry Question: Is it possible to find answers to ultimate questions?	To respond to the Enquiry Question: What does it mean to be a Jew in the 21st Century?	To respond to the Enquiry Question: Who is responsible for helping the poor?
<b>Study Approach</b>	Philosophy	Theology and Chronology	Sociology
<b>Knowledge in sequence:</b>	The starting point of each pupil is ascertained by a baseline assessment that gauges their understanding of the six major world religions. Throughout the unit pupils acquire and develop key skills essential for Religious Studies throughout their Parklands career, namely knowledge, empathy, reflection and creativity which each thread throughout the curriculum in Year 7, measured formatively and summatively through our assessment model. Pupils evaluate ultimate questions, weighing up key themes through the lens of scientific and religious truths, considering a range of different worldviews in terms of the uniqueness of people, the importance of truth, the origins of the universe, the origins of human life and human purpose.	Throughout this unit pupils are introduced to the oldest of the Abrahamic religions which is frequently revisited throughout the RS curriculum at both KS3 and KS4. Pupils revisit key themes of the first unit (Ultimate Questions) by weighing up Judaism as a religion and as a worldview, linking to trending world news today and social, cultural and political themes, including anti-Jewish discrimination and Judaism in the UK. Pupils begin by examining key figures of Judaism (Abraham and Moses) and their relationship to God before moving onto the importance of rules in Judaism and how this is relevant for Jews in their life today. Pupils should be able to discuss different communities of Jews found in the world today and how they observe key ceremonies and celebrate festivals. The unit culminates by examining anti-semitism and the importance of British values to celebrate diversity today.	Pupils begin this unit by discussing the difference between necessities and luxuries, considering examples for both which they build on to evaluate who should be responsible for the poor / those who struggle to access necessities. Pupils refine skills of empathy and reflection by analysing facts and statistics regarding poverty in the UK and the world, evaluating causes of poverty and potential solutions to combatting it. Pupils develop their skills of planning and time management to research a range of religious and non-religious charities and the work they do to support the most vulnerable in society, focusing on empathy. This progresses onto pupils studying the religions / worldviews of Buddhism and Christianity, examining key religious beliefs and practices pertaining to the use of money, the treatment of people, etc. This unit culminates in pupils gaining an awareness of the work of the FairTrade organisation to support all people involved in the process of producing products used in everyday life free from exploitation.
<b>Key Skills:</b>	Critical Thinking, Empathy, Judgement	Comparison, Empathy, Reflection	Research, Creativity, Problem Solving
<b>Key Vocabulary:</b>	Ultimate questions, truth, British Values, community, scientific truths, religious truths, origins, creation, evolution, purpose	Monotheism, covenant, Promised Land, Orthodox, Reform, mitzvot, Torah, Abraham, Moses, Kashrut, Shabbat, Zionism, Sedar, Pesach, Hanukkah, anti-semitism, synagogue	Poverty, wealth, charity, Buddhism, Buddha, Christianity, Jesus, Fairtrade, HIC, LIC, homelessness, responsibility, luxury, necessity
<b>End Point:</b>	By the end of the unit pupils should have the skills and knowledge required to respond to the Enquiry Question, being aware of religious truths and scientific truths that reflect various beliefs and worldviews held by individuals and communities. Pupils should be aware of British values and how they thread throughout the curriculum, encouraging them to be aware citizens in an increasingly diverse, multi-religious and multi-cultural world. Pupils refine key skills that allow them to evaluate the Enquiry questions and to prepare them for their RS journey throughout their school life.	By the end of the unit pupils should have the skills and knowledge required to respond to the Enquiry Question, having an awareness of what it means to be Jewish and how this religion / worldview impacts every area of a Jew's life, their place in the world and how they relate to others. Pupils should have refined the key skill of empathy to enable them to reflect on a Jew's experience to understand life passages and to consider the prejudice and discrimination faced by Jews today (anti-semitism).	By the end of the unit pupils should have the skills and knowledge required to respond to the Enquiry Question, having an awareness of how poverty impacts those on a local scale in UK and a global scale around the world. Pupils will have developed skills of empathy and reflection to consider who is responsible for helping the vulnerable in society with an awareness of Christian and Buddhist beliefs and worldviews, considering the teachings of the Buddha and Jesus as sources of religious authority.
<b>Assessment Methods:</b>	Assessment 1: Google Form Assessment	Assessment 1: Google Form Assessment	Assessment 1: Extended Written Piece (Research, Evaluation, Problem Solving)
	Assessment 2: Extended Written Piece (Critical Thinking, Empathy, Judgement)	Assessment 2: Extended Written Piece (Comparison, Empathy, Reflection)	Assessment 2: Knowledge Organiser Quiz
	Assessment 3: Knowledge Organiser Quiz	Assessment 3: Knowledge Organiser Quiz	Assessment 3: Google Form Assessment