

On – Line Programme of Learning for Year 11

Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd term)	Summer (1 st term)	Summer (2 nd term)
From: September 2024 To: October 2024	From: October 2024 To: December 2024	From: January 2025 To: February 2025	From: February 2025 To: March 2025	From: April 2025 To: May 2025	From: June 2025 To: July 2025
<p>Topic: <u>Living the Christian life and Living the Jewish Life</u></p> <p>Learning Outcomes: AO1: Students should be able to demonstrate knowledge and understanding of the purpose of the design of the synagogue and importance of the synagogue in Judaism for the individual and congregation, nature, features, purposes and importance of Jewish rituals and ceremonies, origins of and reasons why specific Christian religious celebrations are held, meaning and purpose of Jewish festivals, purpose of pilgrimage, the nature and purpose of Shabbat and how it is celebrated, the nature and importance of Jewish law in the Tenakh and the Talmud and how Jewish laws are reflected in Jewish communities today, the divergent ways the Christian faith is spread locally, nationally and globally and the role of the Church in the worldwide community and the problems it faces</p>	<p>Topic: <u>Living the Christian life and Living the Jewish Life</u></p> <p>Learning Outcomes: AO1: Students should be able to demonstrate knowledge and understanding of the purpose of the design of the synagogue and importance of the synagogue in Judaism for the individual and congregation, nature, features, purposes and importance of Jewish rituals and ceremonies, origins of and reasons why specific Christian religious celebrations are held, meaning and purpose of Jewish festivals, purpose of pilgrimage, the nature and purpose of Shabbat and how it is celebrated, the nature and importance of Jewish law in the Tenakh and the Talmud and how Jewish laws are reflected in Jewish communities today, the divergent ways the Christian faith is spread locally, nationally and globally and the role of the Church in the worldwide community and the problems it faces</p>	<p>Topic : <u>Matters of Life after Death, Crime and Punishment and Peace & Conflict</u></p> <p>Learning Outcomes: AO1: Students should be able to confidently demonstrate comparative knowledge and understanding of the different Christian responses to non-religious arguments against life after death, divergent Christian teachings about the nature and use of euthanasia, non-religious and ethical arguments about the use of euthanasia, Christian teachings about threats to the natural world, Christian teachings about animal rights, ethical teachings about threats to the natural world e.g. the application of utilitarianism.</p> <p>Students should be able to confidently demonstrate comparative knowledge and understanding of the nature of justice and why justice is important for Jews, Jewish teachings and responses to the nature, causes and problem of crime, Jewish teachings about good, evil and suffering and the nature of reward and punishment in</p>	<p>Topic: <u>Matters of Life after Death, Crime and Punishment and Peace & Conflict</u></p> <p>Learning Outcomes: AO1: Students should be able to confidently demonstrate comparative knowledge and understanding of the different Christian responses to non-religious arguments against life after death, divergent Christian teachings about the nature and use of euthanasia, non-religious and ethical arguments about the use of euthanasia, Christian teachings about threats to the natural world, Christian teachings about animal rights, ethical teachings about threats to the natural world e.g. the application of utilitarianism.</p> <p>Students should be able to confidently demonstrate comparative knowledge and understanding of the nature of justice and why justice is important for Jews, Jewish teachings and responses to the nature, causes and problem of crime, Jewish teachings about good, evil and suffering and the nature of reward and punishment in</p>	<p>Topic: <u>GCSE Revision & Consolidation</u></p>	<p>Topic: GCSE Exams</p>

<p>AO2: Students should be able to confidently develop a comparative analysis and evaluation of the importance of these beliefs for Christians and Jews in understanding the modern relevance of specific Christian and Jewish rituals and ceremonies, religious celebrations and festivals, in influencing how they practice their faith and live their everyday lives in developing a relationship between themselves and the Almighty, modern significance of pilgrimage, purpose and importance of the Tenakh and Talmud for daily life, the modern relevance of Shabbat, the importance of missionary and evangelical work today and the role and importance of the church in the world</p>	<p>AO2: Students should be able to confidently develop a comparative analysis and evaluation of the importance of these beliefs for Christians and Jews in understanding the modern relevance of specific Christian and Jewish rituals and ceremonies, religious celebrations and festivals, in influencing how they practice their faith and live their everyday lives in developing a relationship between themselves and the Almighty, modern significance of pilgrimage, purpose and importance of the Tenakh and Talmud for daily life, the modern relevance of Shabbat, the importance of missionary and evangelical work today and the role and importance of the church in the world</p>	<p>Judaism, Jewish attitudes towards punishment, Jewish attitudes towards the aims of punishment and explain the divergent Jewish attitudes towards the use of punishment, Jewish teachings about forgiveness, Jewish teachings about treatment of criminals, Jewish attitudes towards the use of torture, human rights, fair trial and trial by jury, Jewish attitudes towards the death penalty as well as non-religious and ethical arguments.</p> <p>Students should be able to confidently demonstrate comparative knowledge and understanding of Jewish attitudes towards peace, divergent teachings about the importance of peace for Jews, the role of Jewish people in peace making, Jewish responses to the nature and causes of conflict and references to the causes of conflict in the Torah, Jewish attitudes to pacifism, Jewish attitudes to the Just War theory, Jewish attitudes to Holy War and Jewish teachings about war and peace, Jewish attitudes to weapons of mass destruction and teachings in the Torah regarding weapons of mass destruction, non-religious and ethical arguments as well as Jewish attitudes to issues surrounding conflict.</p>	<p>Judaism, Jewish attitudes towards punishment, Jewish attitudes towards the aims of punishment and explain the divergent Jewish attitudes towards the use of punishment, Jewish teachings about forgiveness, Jewish teachings about treatment of criminals, Jewish attitudes towards the use of torture, human rights, fair trial and trial by jury, Jewish attitudes towards the death penalty as well as non-religious and ethical arguments.</p> <p>Students should be able to confidently demonstrate comparative knowledge and understanding of Jewish attitudes towards peace, divergent teachings about the importance of peace for Jews, the role of Jewish people in peace making, Jewish responses to the nature and causes of conflict and references to the causes of conflict in the Torah, Jewish attitudes to pacifism, Jewish attitudes to the Just War theory, Jewish attitudes to Holy War and Jewish teachings about war and peace, Jewish attitudes to weapons of mass destruction and teachings in the Torah regarding weapons of mass destruction, non-religious and ethical arguments as well as Jewish attitudes to issues surrounding conflict.</p>		
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		<p>AO2: Students should be able to further develop comparative analysis and evaluation of non- religious beliefs against life after death and the rejection of these beliefs by Christians today, divergent Christian beliefs about euthanasia and non-religious and ethical arguments about the use of euthanasia. Students should be able to assess and analyse Jewish responses to non-religious attitudes as to why justice is important, which actions are taken by Jewish groups to end crime, divergent Jewish responses to non-religious attitudes about suffering, how and why punishment is important for Jews, evaluate why punishment can be regarded as justice, Jewish attitudes to why punishment might be needed in society, Jewish teachings about the nature of restorative justice, the application of ethical theories to the treatment of criminals such as situation ethics, divergent Jewish teachings for and against capital punishment as well as non-religious views, with reference to ethical theories. Students should be able to further develop comparative analysis and evaluation applying Jewish teachings about peace, including reference to the Torah, the</p>	<p>AO2: Students should be able to further develop comparative analysis and evaluation of non- religious beliefs against life after death and the rejection of these beliefs by Christians today, divergent Christian beliefs about euthanasia and non-religious and ethical arguments about the use of euthanasia. Students should be able to assess and analyse Jewish responses to non-religious attitudes as to why justice is important, which actions are taken by Jewish groups to end crime, divergent Jewish responses to non-religious attitudes about suffering, how and why punishment is important for Jews, evaluate why punishment can be regarded as justice, Jewish attitudes to why punishment might be needed in society, Jewish teachings about the nature of restorative justice, the application of ethical theories to the treatment of criminals such as situation ethics, divergent Jewish teachings for and against capital punishment as well as non-religious views, with reference to ethical theories. Students should be able to further develop comparative analysis and evaluation applying Jewish teachings about peace, including reference to the Torah, the</p>		
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		importance of justice, forgiveness and reconciliation for Jews, the significance of Jewish responses to non-religious explanations for the causes of conflict, the divergent Jewish teachings about passive resistance, divergent Jewish opinions on whether a just war is possible, divergent Jewish teachings about war.	importance of justice, forgiveness and reconciliation for Jews, the significance of Jewish responses to non-religious explanations for the causes of conflict, the divergent Jewish teachings about passive resistance, divergent Jewish opinions on whether a just war is possible, divergent Jewish teachings about war.		
<p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> Students will further develop the use of specialist terminology – keywords Students will further develop their ability to construct well-argued, well-informed, balanced and structured written arguments Students will further begin to develop 	<p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> Students will further develop the use of specialist terminology – keywords Students will further develop their ability to construct well-argued, well-informed, balanced and structured written arguments Students will further begin to develop 	<p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> Students will further develop the use of specialist terminology – keywords Students will further develop their ability to construct well-argued, well-informed, balanced and structured written arguments Students will further begin to develop 	<p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> Students will further develop the use of specialist terminology – keywords Students will further develop their ability to construct well-argued, well-informed, balanced and structured written arguments Students will further begin to develop 	<p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> Students will further develop the use of specialist terminology – keywords Students will further develop their ability to construct well-argued, well-informed, balanced and structured written arguments Students will further begin to develop 	<p>Skills (students should be able to do):</p> <ul style="list-style-type: none"> Students will further develop the use of specialist terminology – keywords Students will further develop their ability to construct well-argued, well-informed, balanced and structured written arguments Students will further begin to develop

<p>analytical and critical thinking skills.</p> <ul style="list-style-type: none"> • Students will further be able to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt • Students will be able to further demonstrate and apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • Students will be able to further understand and apply significant common and divergent views between and/or within religions and beliefs 	<p>analytical and critical thinking skills.</p> <ul style="list-style-type: none"> • Students will further be able to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt • Students will be able to further demonstrate and apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • Students will be able to understand and apply significant common and divergent views between and/or within religions and beliefs 	<p>analytical and critical thinking skills.</p> <ul style="list-style-type: none"> • Students will further be able to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt • Students will be able to further demonstrate and apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • Students will be able to understand and apply significant common and divergent views between and/or within religions and beliefs 	<p>analytical and critical thinking skills.</p> <ul style="list-style-type: none"> • Students will further be able to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt • Students will be able to further demonstrate and apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • Students will be able to understand and apply significant common and divergent views between and/or within religions and beliefs 	<p>analytical and critical thinking skills.</p> <ul style="list-style-type: none"> • Students will further be able to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt • Students will be able to further demonstrate and apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • Students will be able to understand and apply significant common and divergent views between and/or within religions and beliefs 	<p>analytical and critical thinking skills.</p> <ul style="list-style-type: none"> • Students will further be able to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt • Students will be able to further demonstrate and apply knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith • Students will be able to understand and apply significant common and divergent views between and/or within religions and beliefs
<p>Autumn Term – centrally planned, standardised and teacher marked piece(s) of work</p> <p>The marked pieces of work this term are Teacher Assessed Questions, focusing on the skills of explanation, application and making judgements and evaluation.</p>		<p>Spring Term – centrally planned, standardised and teacher marked piece(s) of work</p> <p>The marked pieces of work this term are Teacher Assessed Questions, focusing on the skills of explanation, application and making judgements and evaluation.</p>		<p>Summer Term – centrally planned, standardised and teacher marked piece(s) of work</p> <p>N/A</p>	
<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p>	<p>Building understanding: Rationale / breakdown for your sequence of lessons:</p>

<p>The learning sequence for this half term follows an interleaving model. The purpose of this is to allow students to further develop a more specialist and comparative understanding of the Abrahamic faiths studied at KS3.</p> <p>Students will begin to develop their specialist understanding of a monotheistic religion other than Christianity, being Judaism within the context of a wider British society. Lessons will prepare students to discuss, to begin to further develop to analyse, evaluate and the significance and importance of Jewish beliefs and practices in comparison to Christian beliefs as well their own faiths. Lessons are designed to include reference to and build on skills of application and Source of Wisdom and Authority analysis to further develop understanding of how scripture informs Jewish and Christian understandings of the topics studied with opportunities given to students to also reflect on their own scriptural teachings in relation to the Abrahamic faiths.</p> <p>The lesson sequencing will also allow students to understand that within Judaism as with Christianity</p>	<p>The learning sequence for this half term follows an interleaving model. The purpose of this is to allow students to further develop a more specialist and comparative understanding of the Abrahamic faiths studied at KS3.</p> <p>Students will begin to develop their specialist understanding of a monotheistic religion other than Christianity, being Judaism within the context of a wider British society. 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Lessons will prepare students to discuss, analyse and evaluate the significance of Christian and Jewish beliefs and practices in comparison to atheist and humanist beliefs as well as their own faiths. Lessons will also prepare learners to apply evaluative judgements based on ethical theories such as situation ethics and utilitarianism.</p> <p>Lessons are designed to include references to and further build on the skills of application and Source of Wisdom and Authority analysis from year 10 in order for students to further develop their understanding of how Biblical and Hebrew scriptures informs Christian and Jewish understandings of the topics studied. Opportunities are also given to students to reflect on their own scriptural teachings in relation to the those studied.</p> <p>The lesson sequencing will also allow students to understand that within Christianity and Judaism</p>	<p>In this half term, students will further develop their understanding of Christian and Jewish beliefs and teachings as applied to topical and contentious issues. Lessons will prepare students to discuss, analyse and evaluate the significance of Christian and Jewish beliefs and practices in comparison to atheist and humanist beliefs as well as their own faiths. 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<p>there are common divergent views illustrating that there is more than one perspective in the way beliefs and teachings are understood and expressed.</p> <p>Furthermore, the lesson sequencing aims to develop student’s retention and recall skills through memory challenges and practice-timed questions. The aim of this is to further consolidate learning and knowledge and build on students understanding of the skills of analysis, evaluation and academic literacy from KS3 by practising timed exam style questions thus meeting the assessment objectives of AO1 and A02.</p>	<p>there are common divergent views illustrating that there is more than one perspective in the way beliefs and teachings are understood and expressed.</p> <p>Furthermore, the lesson sequencing aims to develop student’s retention and recall skills through memory challenges and practice-timed questions. The aim of this is to further consolidate learning and knowledge and build on students understanding of the skills of analysis, evaluation and academic literacy from KS3 by practising timed exam style questions thus meeting the assessment objectives of AO1 and A02.</p>	<p>there are common divergent views illustrating that there is more than one perspective in the way beliefs and teachings are understood and expressed</p> <p>Furthermore, the lesson sequencing aims to develop student’s retention and recall skills through memory challenges and practice-timed questions. The aim of this is to further consolidate learning and knowledge from Year 10 and build on students understanding of the skills of analysis, evaluation and academic literacy developed from KS3 by practising timed exam style questions thus meeting the assessment objectives of AO1 and A02.</p>	<p>there are common divergent views illustrating that there is more than one perspective in the way beliefs and teachings are understood and expressed.</p> <p>Furthermore, the lesson sequencing aims to develop student’s retention and recall skills through memory challenges and practice-timed questions. The aim of this is to further consolidate learning and knowledge from Year 10 and build on students understanding of the skills of analysis, evaluation and academic literacy developed from KS3 by practising timed exam style questions thus meeting the assessment objectives of AO1 and A02.</p>	<p>there are common divergent views illustrating that there is more than one perspective in the way beliefs and teachings are understood and expressed</p> <p>Furthermore, the lesson sequencing aims to develop student’s retention and recall skills through memory challenges and practice-timed questions. The aim of this is to further consolidate learning and knowledge from Year 10 and build on students understanding of the skills of analysis, evaluation and academic literacy developed from KS3 by practising timed exam style questions thus meeting the assessment objectives of AO1 and A02.</p>	
<p>Calendared Centrally Planned Extended Home – Learning Tasks: Home- Learning tasks will focus on further developing the consolidation of skills required for effective revision (how to) and retention. AO2 skills will further be developed through application of exam style questions.</p>	<p>Calendared Centrally Planned Extended Home – Learning Tasks: Home- Learning tasks will focus on further developing the consolidation of skills required for effective revision (how to) and retention. AO2 skills will further be developed through application of exam style questions.</p>	<p>Calendared Centrally Planned Extended Home – Learning Tasks: Home- Learning tasks will focus on further developing the consolidation of skills required for effective revision (how to) and retention. AO2 skills will further be developed through application of exam style questions.</p>	<p>Calendared Centrally Planned Extended Home – Learning Tasks: <u>Centrally Planned Task</u> Home- Learning tasks will focus on further developing the consolidation of skills required for effective revision (how to) and retention. AO2 skills will further be developed through application of exam style questions.</p>	<p>Calendared Centrally Planned Extended Home – Learning Tasks: <u>Centrally Planned Task</u> Home- Learning tasks will focus on further developing the consolidation of skills required for effective revision (how to) and retention. AO2 skills will further be developed through application of exam style questions.</p>	<p>Calendared Centrally Planned Extended Home – Learning Tasks:</p>
<p>Reading / literacy / Oracy: These skills will be developed through the Calendared Centrally Planned Extended Home-Learning that includes a compulsory reading/literacy task, through completing questions that require a variety of skills i.e., explanation, by developing the skill of writing using logical chains of reasoning as well as using CUBE, PERC model and a variety of writing frames to support students’ academic literacy.</p>					

Numeracy:

The skill of numeracy will be developed through using logical chains of reasoning, beginning to appraise the value of the evidence provided by weighing up which argument is more logical, rational, or convincing and through the referencing of sources of wisdom and authority.

Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):

The RE department has recently formed close links with experienced Rabbis from two different denominational branches of Judaism. The Rabbi's scheduled annual visit consists of customised assemblies and workshops focusing on various topics allowing our students to learn about the Jewish beliefs, values, and traditions. These workshops are brought to life with religious artefacts. In addition to this the RE department aims to engage in a virtual workshop with the Jewish Museum, as well as this the department aims to have speakers from the Humanist Society UK discuss their beliefs and practices allowing students to further develop their understanding of beliefs in contemporary Britain. The RE department has also formed close links with the local churches in Southall namely St Johns and St Anselm's church. The customised assemblies led by the church's outreach workers allows for students to develop their understanding of the various tenets of the Christian faith.