



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
6	What is authority and belonging? What makes us human? How does religion influence family life? What are the different Christian denominations?	Celebrating diversity in year 7.
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
Mid unit assessment. Peer and self-assessment.	Throughout the unit in line with the schools marking policy.	I can describe how religious concepts are contextualized within belief and practice. I can contextualize concepts within beliefs and practices and describe how they are expressed. I can explain how religious concepts are contextualized within beliefs and practices. I can describe the historical and cultural context of belief, practice and lifestyles. I can accurately contextualize concepts within beliefs and practices and within different branches of a religion. I can accurately contextualize and explain connections between concepts. I can analyse similarities and differences between concepts. I can analyse concepts within and across religions and give complex explanations about how they are connected.



Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	What is authority and belonging?	All to describe the meaning of 'authority' and 'belonging.' Most to explain, using examples, the meaning of 'authority' and 'belonging.' Some to evaluate the connection between 'authority' and 'belonging.'	Starter: discuss with your partner and list as many examples of authority in your life.	Draw a circle of belonging, setting out all the different groups you feel you belong to. <ul style="list-style-type: none"> Belonging is a feeling of attachment to a group such as an organisation or a religion. <u>Rank</u> your circle of belonging, with 1 being the most important. The lowest ranked one is <u>still important</u>, but just not as important. On the table provided, there are a series of communities you can belong to, or people who can have authority over you. Your task is to identify which are ones that have authority over people and which ones people belong to. Highlight authority in one colour and belonging in another. Then rank them – see sheet Challenge: which ones do people both belong to and have authority over them? Identify these and explain why this is the case.	<ul style="list-style-type: none"> Describe what 'authority' and 'belonging' both mean. Explain how people form a sense of 'authority' and 'belonging' in everyday life, using examples. Evaluate the links between 'authority' and 'belonging', using relevant examples. "People often feel a sense of belonging to groups or organisations which tend to have authority over them". Do you agree or disagree? State your opinion. Why someone may disagree with you. 2 x P.E.E chains.	Find out what humanists believe about authority and belonging.	<ul style="list-style-type: none"> Choose two new words you have learnt today and write your own dictionary definitions. Then write a sentence using both of the new words.



2	What makes us human?	<p>All to describe the religious and scientific views on where we came from.</p> <p>Some to explain why religious and scientific views clash on the issue of where we came from.</p> <p>Most to evaluate and give their opinion on the differences between religious and scientific views on where we came from.</p>	Picture piece.	<ul style="list-style-type: none"> • Watch this video on Christian teachings on creation. • As it is being played, fill out your worksheet on religious views on how we were created. • Challenge (G4S point available): can you identify whether this is similar or different to other religions? If so, how? <p>Discussion of religious beliefs.</p> <p>Task 2: can you see any similarities or differences between different faiths on how we were created? Mind map your thoughts on this.</p> <p>People who take a scientific view sometimes say that if God created us, then why is there so much evil and suffering in the world?</p> <p>Re-cap your evil and suffering unit of work. Discuss with your partner possible religious responses and share with the class.</p>	<ul style="list-style-type: none"> • “There is no evidence of God’s existence, or of the fact that it was God who created us. It is simply a theory that has no foundation in reality”. Do you agree or disagree with this statement? • State 3 reasons for your opinion. • State why some people might disagree with you. • Include a personal conclusion. 	<p>Research the 5 pillars of Islam.</p> <p>Write 2 x P.E.E paragraphs on how you think they relate to authority and belonging.</p>	<p>Question time-use of thumbs down/thumbs up.</p>
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3	<p>KQ: What happens when religion clashes with the law?</p>	<ul style="list-style-type: none"> To describe the Christian and Muslim teachings on law and justice. To explain why religious teachings sometimes clash with the laws in specific countries. <p>To evaluate, using examples, why religion and laws sometimes clash, and analyse possible solutions.</p>	<p>Starter: what religious rights do you think you already have? Mind map your thoughts on this.</p>	<ul style="list-style-type: none"> <u>Read</u> the <u>quotes</u> on your worksheet. <u>Discuss</u> them with the person sat <u>next</u> to you. <u>Identify</u> which quotes are from the <u>Christian</u> and <u>Muslim</u> faiths using a different highlighter to identify each. <u>In your own words</u>, <u>describe</u> what they tell you about <u>Christian</u> and <u>Muslim</u> teachings on law and justice. <p>Look at the diagram on the European Convention on Human Rights (ECHR) on your worksheet. Identify the religious rights you are given. Read the case studies and on your worksheet. Explain how the rights of the people concerned have been taken away. Challenge question: how has religion been used to defend taking away these rights?</p>	<ul style="list-style-type: none"> What does Christianity and Islam teach us about law and rights? Why do religious teachings sometimes clash with the laws in specific countries? Use examples to help you to explain. Evaluate why religion sometimes clashes with the law and analyse possible solutions to this. Use examples to help you to explain. “When religion clashes with a person’s human rights, religion is more important and should be listened to”. Discuss whether you agree or disagree with this question. Use 2x P.E.E. paragraph chains to explain why you agree or disagree. Explain at least one opinion that is different to yours. 	<p>Bring in a piece of scripture from a world religion relating to family life.</p>	<ul style="list-style-type: none"> List two things you have learned today. List one thing you would like to learn more about. List 1 x WWW List 1 x EBI
4	<p>KQ: How can I revise for the assessment on this topic?</p>	<p>To be able to track knowledge on the topic so far. To be able to take away one revision resource. To be able to show a full knowledge and understanding of the topic.</p>	<p>Learners to mind-map everything they can remember about the topic.</p>	<p>Learners to complete revision activities.</p>		<p>Revise for end of unit test. Must bring in a revision resource.</p>	<p>Pop quiz on topic.</p>



5	KQ: How can I show my knowledge on the topic?	All will be able to answer a question on the topic. Most will be able to explain their answers using PPE. Some will be able to describe why people may disagree with their view point.	Set assessment protocol.	Students to complete assessment.		Pupils to research one world religious view on the importance of belonging and to bring in a piece of scripture to support this.	Learners to self-assess how well they feel they did on the assessment.
6	KQ: How can I improve on my assessment?	All will be able to reflect on their test and see areas for improvement. Most will be able to pick a question to re-draft. Some will be able to add religious scripture to strengthen their answer.	Instructions on general class mistakes.	Read assessment and re-draft question. Learners to research scripture which they can add to support answer.	Re-draft of question.	Pupils to create a mind map for revision of all the topics they have done so far.	Learners read through each other's work for ideas on how to improve their own.



7	How does religion influence family life?	<ul style="list-style-type: none"> All will describe two ways that religion plays a part in family life. Most will be able to explain how religion influences family life. Some will be able to compare the role of religion in Christian and Muslim families. 	Read the statements on your worksheet. Rate how much you agree with them from 1 to 10 (1 being disagree and 10 being completely agree).	<ul style="list-style-type: none"> Read the information sheet on Christian family values and identify the Christian teachings on family life. Discuss your answers to the following questions on your table and feed them back to the class: <ol style="list-style-type: none"> 1) Explain the main Christian teachings on family. 2) Can you identify similarities and differences with Islam? 	<ul style="list-style-type: none"> Describe two religious teachings on family life from one or more religions. Explain how religion can influence family life, with reference to two religions. Compare the role of religion in both Christian and Muslim families. <p>“Parents can bring up their children in a stable home, and with a sense of right and wrong, without religion being involved”. Do you agree with this statement? Cover the following areas with reference to two religions in your answer: Religious teachings on family life. Why religion is seen as an important aspect of family life. Whether family life is necessary for a religious life. The similarities and differences of both religions teachings on family life.</p>	<ul style="list-style-type: none"> Bring in research on the Christian denomination you find most interesting. 	<ul style="list-style-type: none"> Revisit your answers to the starter. Write down your opinion now to see if it has changed. Then, identify which part(s) of the lesson allowed your opinion to either change or stay the same. List them in your book, e.g. “Activity 1”.
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8	What are the different Christian denominations?	<ul style="list-style-type: none"> All will be able to recall the different Christian groups. Most will be able to explain the differences between the groups. Some will be able to compare and explain the differences and similarities between Christian groups. 	What do the below words all have in common?	<p>Teacher led knowledge on Christian denominations.</p> <ul style="list-style-type: none"> Each table has a printout of four denominations of Christianity. You will be given 8 minutes per table to complete your worksheet individually. One person from each group should read the resource sheet out loud to the group, then each person to complete the worksheet you have. 	<p>Choice of differentiated tasks to complete.</p> <ul style="list-style-type: none"> "If all Christians have different beliefs on how they worship God, then they cannot say that they are of the same faith". Do you agree or disagree with this statement? Give three reasons for your opinion. Give reasons why someone may disagree with your opinion. Provide a personal conclusion. 	<ul style="list-style-type: none"> Bring in a piece a newspaper or website article that is positive about any religion. 	<ul style="list-style-type: none"> Create your own question about Christian denominations , and write it in your book. Students will then be picked at random to ask their questions to other students.
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