



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
7 lessons including assessment.	How do Christians welcome a new born baby into Christianity? How do Jews welcome a new born baby into Judaism? How do Muslims welcome a new baby into Islam? How does a Sikh welcome a new born baby into Sikhism? How do Hindu's welcome a new baby into their religion?	Knowledge form modules in year 7 on Christianity and Judaism.
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
Formative and summative assessment throughout. Mid unit assessment.	In line with schools policy.	I can ask questions about concepts and suggest answers. I can describe my own response to the concept. I can explain my own response to concepts. I can explain my responses to religious concepts. I can explain my responses to religious concepts with justification. I can give a detailed explanation for my response to the religious concept with justification for my response based on a coherent argument. I can respond sensitively to the experiences and feelings of others, including those with faith. I can respond to the teachings and experiences of inspirational people by relating them to my own and others' lives.



		I can respond to religious perspectives on a range of contemporary moral issues by relating these to my own and others' lives.
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
How do Christians welcome a new born baby into Christianity?	<p>To know what happens during a baptism.</p> <p>To know the significance of baptism.</p>	<p>All pupils will know what happens during a Christian infant baptism service.</p> <p>Most pupils will be able to understand the importance of the Baptism ceremony for Christians.</p> <p>Some pupils will be able to understand the symbolism of the ceremony.</p>	<p>Starter: Pupils write out definition of 'rites of passage' http://www.youtube.com/watch?v=kRNEtQZfias</p>	<p>Main:</p> <ul style="list-style-type: none"> Task 1: Match up the key words to the definitions: Task 2: <ul style="list-style-type: none"> http://www.bbc.co.uk/1/learningzone/clips/a-christian-baptism/5963.html Why do you think the font is found just inside the door of a church? <ul style="list-style-type: none"> Why do you think the parents and godparents take such an active role in the ceremony? Why does the vicar make the sign of the cross on the baby's head? Task 3: <ul style="list-style-type: none"> Read through worksheet together. Go through questions, pupils answer the questions individually. 	B style question.	To you think it is important to have ceremonies like baptism to welcome babies into a religion.	<p>Plenary:</p> <p>: 3 things you have learnt, 2 questions today's lesson has made you ask and 1 thing you are still unsure of.</p>



<p>How do Jews welcome a new born baby into Judaism?</p>	<p>To know the importance and symbolism of Jewish birth ceremonies.</p>	<p>All pupils will be able to understand that Judaism is a religion based on trust between God and His people.</p> <p>Most pupils will be able to understand that Jews believe they have a special relationship with God because of the covenant.</p> <p>Some pupils will be able to see how this relationship is symbolised in circumcision.</p>	<p>Starter Copy out key terms.</p>	<p>Main:</p> <ul style="list-style-type: none"> • Task 1: Get 2 pupils to demonstrate 'trust' by one falling back and the other catching them. • Task 2: Teacher explains how Judaism began with a covenant- and agreement based on trust. • Task 3: http://www.bbc.co.uk/learningzone/clips/being-a-jew/3673.html • Stop at 0:40. • Pupils fill in spider diagram about why Jewish boys are circumcised. • Task 4: Read sheet. • All pupils to match up sentence starters with sentence endings. • Most pupils to do question 2 as well. Some do to question 3 as well. 	<p>D style question. Peer assess</p>	<p>Research the plenary question you asked in today's lesson.</p>	<p>Plenary: • Ask a question today's lesson has made you ask.</p> <p>Test your teacher!</p> <p>Ask the teacher a difficult question based on the lesson. Think about blooms taxonomy.</p>
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How do Muslims welcome a new baby into Islam?	To know about the Aqeeqah in Islam.	All pupils will know the basic ceremonies which happen when a baby is born in Islam. Most pupils will be able to relate this to their own experiences and define the key terms themselves. Some pupils will be able to see why women are so important in Islam.	Starter: Pupils write down 'What do you or the people on your table already know about: adhan, aqeeqah, khitan, tahneek and new born babies in Islam?' in a spider diagram. Get feedback.	Main: <ul style="list-style-type: none"> Task 1: Pupils in groups define key terms. Task 2: Card sort. Task 3: Discuss: What does the Muslim father whisper into the right ear of his child soon after it has been born? What does the father whisper into the child's left ear? Write down: Why are both these actions considered to be very important? Task 4: Read through the sheet and answer the questions 2 and 3. 	B style question.	Revise.	Plenary : Acrostic poem- Write a sentence about the way a Muslim welcomes a new born into the world, using the word AQEEQAH – each letter begins a new sentence.
KQ: How can I revise for the latest assessment in RE?	L.O-To be able to revise for the end of unit test.	To be able to track knowledge on the latest topic. To be able to take away one revision resource. To be able to show a full knowledge and understanding of the topic.	Learners to mind-map everything they can remember about the topic.	Learners to complete revision activities.		Revise for end of unit test. Must bring in a revision resource.	Pop quiz on topic.
KQ: How can I show my knowledge on the latest topic?	L.O-To assess our knowledge on the latest topic.	All will be able to answer a question on the latest 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 rites of passage and to bring in a piece of scripture to support this.	Learners to self-assess how well they feel they did on the assessment.



<p>KQ: How can I improve on my latest assessment?</p>	<p>L.O-To improve our end of unit test.</p>	<p>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.</p>	<p>Instructions on general class mistakes.</p>	<p>Read assessment and re-draft question. Learners to research scripture which they can add to support answer.</p>	<p>Re-draft of question.</p>	<p>Pupils to create a mind map for revision of all the topics they have done so far.</p>	<p>Learners read through each others work for ideas on how to improve their own.</p>
<p>How does a Sikh welcome a new born baby into Sikhism?</p>	<p>To know about the naming ceremony of a Sikh baby.</p>	<p>All pupils will have a basic understanding that the Sikh holy book represents the teachings of Guru Nanak, passed down through 9 other Gurus. Most pupils will also know how a Sikh child is named. Some pupils will be able to give an account of how a Sikh child is named using the correct terms.</p>	<p>Starter: Discuss and write down: •Why did your parents pick your name? •What were you going to be called if you were a girl? If you were a boy? •How do people pick names for their children?.</p>	<p>Main:</p> <ul style="list-style-type: none"> • Task 1: http://www.bbc.co.uk/1/learningzone/clips/the-sikh-holy-book-the-guru-granth-sahib/4825.html • Pupils answer questions • Task 2: Explain- Sikh's believe God tells them the name they should give their child. • Pupils discuss- How do you think this happens? • Task 3: Read through worksheet- define key terms. • Task 4: Fill in the gaps sheet (all) • Task 5: Questions 2 and 3 on sheet (most and some) 	<p>B style question.</p>	<p>Are there any similarities between the different religious initiation ceremonies?</p>	<p>Plenary: What was the most interesting thing you learnt this lesson?</p>



<p>How do Hindu's welcome a new baby into their religion?</p>		<p>All pupils will be able to explain how a Hindu chooses the name for their baby.</p> <p>Most pupils will be able to understand the details of the ceremony- and the use of horoscopes in the naming.</p> <p>Some pupils will be able to understand and explain the symbolism in the ceremony including the Om syllable.</p>	<p>Starter What is a HOROSCOPE?</p>	<p>Main:</p> <ul style="list-style-type: none"> • Task 1: http://www.bbc.co.uk/learningzone/clips/hindu-ceremonies/5920.html stop at 1:12 • Pupils answer questions. • Task 2: Pupils read out bullet points from board. • Task 2 read through worksheet together. • All pupils draw OM symbol and write underneath what it means. • Complete the 'fill in the blanks' worksheet. • Complete the 'fill in the blanks' worksheet and question 2. • Complete the 'fill in the blanks' worksheet, question 2 and 3. • Complete the 'fill in the blanks' worksheet, question 2, 3 and 4. 	<p>D style question.</p>	<p>To research a non-religious naming ceremony.</p>	<p>Plenary</p> <p>What has been the most interesting thing you have learnt today and why?</p>
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