



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
7 lessons including assessment.	Why do you think weddings are happy occasions? How much do you know about the laws relating to marriage in this country? How do Christians get married? What happens during a Jewish wedding ceremony? What happens in the Islamic Marriage Ceremony? What happens during a Sikh Wedding?	PSHE relationships.
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
Formative and summative assessment throughout.	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.



Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
<p>Why do you think weddings are happy occasions?</p> <p>How much do you know about the laws relating to marriage in this country?</p>	<p>To investigate the importance of marriage</p> <p>To know the law on marriage in the UK.</p>	<p>All pupils will have basic understanding about marriage system of the UK.</p> <p>Most pupils will be able to explain their own views about marriage system of the UK.</p> <p>Some pupils will be able to evaluate the laws relating to marriage in this country.</p>	<p>Starter: http://www.youtube.com/watch?v=TWMgceoDuA0</p> <p>Task. Watch the clip and think about what happens in a wedding. What is the importance of vows?</p>	<p>Main:</p> <ul style="list-style-type: none"> Task 1: Pupils read bullet points from the board/ sheet teacher asks pupils questions about information. "What does that mean?" Task 2: Pupils pick one differentiated question according to their level and answer it: <ul style="list-style-type: none"> What is meant by marriage? Describe what happens in a marriage in a registry office. Explain what is the most important part of the ceremony. Do you think religious wedding are better than non-religious weddings? Give reasons for your opinion. Extension task: Fill in the blanks exercise. Task 3: In groups pick one or two questions and discuss them. Write down your response on the sugar paper provided. Get feedback from each group. 	<p>GCSE B style question.</p>	<p>Research what happens in a Christian wedding</p>	<p>Plenary: What am I most pleased with? What would I have done differently? What did I do when I got stuck?</p>



<p>How do Christians get married?</p>	<p>To describe a Christian marriage ceremony.</p> <p>To evaluate the importance of marriage in Christianity.</p>	<p>All will be able to describe what happens in a Christian wedding.</p> <p>Most will be able to explain why marriage is important for Christians.</p> <p>Some will be able to explain with reasons why marriage is an important institution.</p>	<p>Starter</p> <p>Write all the things that you think are part of wedding from your own background. Get feedback.</p>	<p>Main:</p> <ul style="list-style-type: none"> • Task 1: Class discussion- Why do people get married? What happens after the proposal? • Task 2: Pupils read through differentiated questions. • Task 3: Continue with class discussion about the traditions of a Western wedding. • Task 4: Pupils complete diamond nine ranking – ask a few pupils to explain their answers. • Task 5: Pupils answer questions Level 3 question 1 Level 4 question 2,3 Level 5 question 4,5 	<p>Completing worksheet. D style question. Peer assess</p>	<p>Research what is the most important aspect of Jewish wedding or how does Jewish wedding takes place.</p>	<p>Plenary: Going through the answers. Feedback. Learning log.</p>
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<p>What happens during a Jewish wedding ceremony?</p>	<p>To discuss the main parts of a Jewish wedding ceremony.</p>	<p>All will be able to recognise differences and similarities between Christian and Jewish weddings.</p> <p>Most will be able to explain the basic outline of what happens at a Jewish wedding.</p> <p>Some will be able to explain the symbols and meanings behind the steps in a Jewish wedding.</p>	<p>Starter: Think of a wedding you've seen on TV, in a film or been to. List as many features of the wedding ceremony as you can.</p> <p>Consider: What the bride wore, who was there, where it was held, what did it look like, what happened in the ceremony....</p>	<p>Main:</p> <ul style="list-style-type: none"> • Task 1: Pupils create a spider diagram from a class discussion of: What is the purpose of a wedding? What does it symbolise? (Get pupils to explain what purpose and symbolise mean.) • Task 2: http://www.youtube.com/watch?v=HxXSpNuqBF4&feature=related • Pupils note: the similarities and differences between the Jewish ceremony and the Christian/non-religious weddings you've seen. • Task 3: Read through and discuss information. • Task 4: Complete the worksheet- separate SEN worksheet. • Design your own Ketubah. Give their opinion 	<p>B style question</p>	<p>Design your own Ketubah</p>	<p>Plenary If you have to sum up today's lesson in five key words what would they be?</p>
<p>KQ: How can I revise for the latest assessment in RE?</p>	<p>L.O-To be able to revise for the end of unit test.</p>	<p>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.</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>



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 marriage and to bring in a piece of scripture to support this.	Learners to self-assess how well they feel they did on the assessment.
KQ: How can I improve on my latest assessment?	L.O-To improve our end of unit test.	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 others work for ideas on how to improve their own.
What happens in the Islamic Marriage Ceremony?	To describe in detail a Muslim Marriage ceremony.	All will be able to describe what happens in a Muslim wedding and learn all key terms. Most will be able to explain why Muslims get married and how the marriage might affect them. Some will be able to explain and evaluate the reasons for having a religious wedding.	Starter: What do you already know about an Islamic marriage Ceremony? Get feedback. Explain to pupils' bigger picture- that this topic is linked to topic- 'Marriage and Family life' (also similar to GCSE).	Main: <ul style="list-style-type: none"> • Task 1: Pupils write down key words. • Extension: put key words into a sentence. • Task 2: Read through and discuss information. • Task 3: Pupils answer differentiated questions. • Extension: "It is not important to have a religious wedding ceremony, so long as the man and woman love each other that is enough" • Do YOU agree or disagree? • WHY? • Why would OTHERS disagree with you? 	GCSE B style question	Do you think that marriages today have lost the essence and have become to commercialised?	Plenary: : On the One Hand....On the Other Hand



<p>What happens during a Sikh Wedding?</p>	<p>To explore a Sikh wedding ceremony and the importance of this in the Sikh religion.</p>	<p>All pupils will be able to describe what happens at a Sikh wedding.</p> <p>Most pupils will be able to explain the basic points during a Sikh wedding.</p> <p>Some pupils will be able to understand the symbolism behind these points.</p>	<p>Starter Watch the clip and write down what you see: http://www.videomagic.tv/sikh-weddings</p>	<p>Main:</p> <ul style="list-style-type: none"> • Task 1: Give groups of pupils information, tell them to read it through, discuss it and bullet point the key points. All members of the group must make their own notes. Differentiated information • Task 2: You are now going to use your independent notes to write a detailed letter to a friend. • You need to imagine that you attended a Sikh wedding you need to tell your friend what happened there and why.et) 	<p>GCSE D style question</p>	<p>“All people in a relationship should marry”. Do you agree?</p>	<p>Plenary</p> <p>Write down 3 things you have learnt that you did not know before. Swap with partner and they must add three extra things they have learnt. Teacher to use name generator to test learning.</p>
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