



Year 7 Community 8 Lessons

Aims: This unit of work is designed to introduce students to the 6 major world religions and focus on the benefits religion and faith have on community. This unit is about How can beliefs and values serve as a guide for moral decision making in Communities?
 The focus is to explore the difference religious beliefs make to communities, with opportunities for pupils to encounter different religious groups, raise and discuss questions, evaluate ethical issues and reflect on and evaluate their own beliefs and values. It will draw particularly from the Christian, Jewish and Sikh traditions.

Where the unit fits in:
 This unit links with the following key stage 3 guidelines in the National Curriculum:

- Key Questions**
- What is a community?
 - How would we like to live?
 - How do religious communities organise themselves?
 - How helpful is it to live as part of a community?

This unit could build on what pupils might have learnt about different religious interpretations of God, and the 6 major world religions.

- Links to KS4:**
- Component 2 (Route A) The Nature of God: Exodus 7 -11
 - Component 2 (Route A) Jesus Christ: Resurrection Luke 24:1-9
 - Component 2 (Route A) Jesus Christ: Ascension

Key Skills	Literacy Links	Numeracy Links
<ul style="list-style-type: none"> • To learn to use ICT and dictionaries for research • To develop and demonstrate extended writing skills (description/explanation/analysis and evaluation) • To develop an understanding of how belief impacts communities and believers <p>Key Processes – pupils should be able to:</p> <ul style="list-style-type: none"> • Investigate the impact of religious beliefs and teachings on individuals, communities and societies, the reasons for commitment and the causes of diversity. • Evaluate how religious beliefs and teachings inform answers to ethical issues. • Evaluate beliefs, commitments and the impact of religion in the contemporary world. • Express insights into the significance and value of religion on human relationships. 	<p>Key Words: Community, Influence, Aspire, Inspire, Belief, Culture, Religion, Faith Cohesion, Rules, Laws Exodus, Torah, Jew, Jewish Judaism, 10 commandments Decalogue, Initiation, Belonging, Khalsa, Guru Nanak</p>	<p>Chronology opportunities</p>
<p>Assessment</p>	<p>Cross-Curricular Links</p>	
<p>Baseline Assessment:</p>	<ul style="list-style-type: none"> • Chronology: Maths 	

<p>8 Mark GCSE style question - Explain the benefits and advantages of understanding other people's beliefs, views and opinions</p> <p>Christian Community Assessment:</p> <p>8 Mark GCSE style question - Explain the role Christianity plays in influencing a Christian to behave positively?</p>	<ul style="list-style-type: none"> • English Language • Geography – countries of origins <p>SMSC Opportunities and British Values</p> <ul style="list-style-type: none"> • Encourages students to understand the diversity of beliefs in British culture • Citizenship/ PSHE – belonging, identity and features of an ideal community. • SMSC – Social – belonging to communities; moral – rules/ guidelines for people to live by/ ideas of fairness and justice.
<p>Opportunities for further Learning</p>	
<p>Option 1: Knowledge – Find the meaning for the key terminology and examples</p> <p>Option 2: Application – Students Write their own special and unique 10 Commandments – Laws for life. (Use some clip art images)</p> <p>a) for you</p> <p>b) for the school</p> <p>c) for the community / world</p> <p>Students Explain why they have chosen each one.</p> <p>Option 3: Students complete their Khalsa story boards demonstrating their knowledge of the 1st Sikh community.</p> <p>Option 4: Students demonstrate learning of the good Samaritan by writing a PEEL paragraph.</p>	