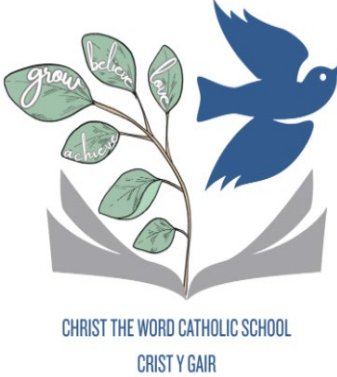


Learning Plan: Spring 2		Subject/Pwnc: Religious Education	Year/Blwyddyn: 10
<p><u>The Four Purposes in Humanities:</u></p> <p>Ambitious, capable learners, who: have high standards; seek and enjoy challenge; are knowledgeable and skilful; explain ideas and concepts; can interpret data and apply mathematical concepts.</p> <p>Enterprising, creative contributors, who: research and critically evaluate; connect and apply knowledge/skills to generate ideas; think creatively to solve problems; play different roles in teams effectively.</p> <p>Ethical, informed citizens, who: find, evaluate and use evidence in forming views; engage with contemporary issues; understand and exercise their rights and responsibilities; consider the impact of their actions; know about their culture, community, society and the world; respect the needs and rights of others; are committed to sustainability.</p> <p>Healthy, confident individuals, who: are confident, resilient and empathetic; form relationships based on trust and respect; face and overcome challenge; develop skills and knowledge to manage everyday life.</p>			
<p>Knowledge focus/what matters:</p> <ul style="list-style-type: none"> • Draw considered and reasoned conclusions to my enquiries, while understanding that other people may form different conclusions from the available evidence. • Use my knowledge and understanding to analyse and explain moral and ethical issues before making final judgements. • Explore, analyse and compare key ideas using relevant terminology and supporting my views. 			
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)	Homework/Gwaith cartref to support progress
<p>Week 1</p> <p>Meaning of life and death</p>	<p>To identify and analyse Jewish beliefs in accordance of living life by the Torah and observing the mitzvot.</p> <p>To Identify Key Jewish beliefs about the importance of mourning and funeral practices, including committing the body to God, giving thanks for life, and remembering the deceased.</p> <p>To explain how specific Jewish practices—<i>aninut</i>, <i>shiva</i>, <i>shloshim</i>, and <i>yahrzeit</i>—support the grieving process and strengthen family and community ties.</p> <p>To analyse how Jewish mourning practices express deeper theological ideas, such as the link between this life, the soul, and Jewish beliefs about the afterlife.</p>	<p>I can recall prior learning including scripture and apply this knowledge to new discoveries.</p> <p>I can ask questions to support my viewpoints, whilst evaluating my overall judgements.</p> <p>I can investigate complex problems and find solutions.</p> <p>I can construct and critique a range of viewpoints before making well supported evaluations.</p>	<p>Wk. 1</p> <p>Homework: Revision Monday week 2</p> <p>Set: 20.04.2026 Due: 27.04.2026</p>
<p>Week 2</p> <p>Jewish practices and identity</p>	<p>To identify how Jewish people express identity and belonging, such as being part of a worshipping community and sharing a common purpose.</p> <p>To explain the role and significance of the Western Wall and <i>Yad Vashem</i>, showing how these places strengthen Jewish memory, identity, and connection to history.</p> <p>To Analyse how Jewish mourning and identity practices: <i>kippah</i>, <i>tefillin</i>, <i>tallit</i>, <i>kosher</i> food expresses deeper beliefs about obedience, holiness, and belonging to the Jewish people.</p>	<p>I can recall prior learning including scripture and apply this knowledge to new discoveries.</p> <p>I can ask questions to support my viewpoints, whilst evaluating my overall judgements.</p> <p>I can investigate complex problems and find solutions.</p> <p>I can construct and critique a range of viewpoints before making well supported evaluations.</p>	<p>Wk. 2</p> <p>Homework: Revision questions</p> <p>Set: 27.04.2026 Due: 04.05.2026</p>

	To evaluate how effectively symbolic actions, significant places, and religious customs help maintain Jewish identity and community in modern society.			
Week 3 & 4 GCSE Revision	To complete a SAMS style exam paper from WJEC 2026. List three words that Catholics might use when describing the nature of God. Outline four features of a Catholic infant baptism ceremony. Contrast Catholic and non-religious beliefs about life after death. 'Only religion gives life meaning.' 'Pilgrimage is the most important Catholic practice.' List three ways Jews make moral decisions. Describe the significance of the Western Wall for Jews. Explain the importance of sacred texts for Jews in their daily lives. Explain how Jews show their identity through observing dress customs.	Using the banding system provided by WJEC.	WK 3 & 4	Homework: Revision Monday week 2 Set: 04.05.2026 Due: 11.05.2026
Week 5 Show your learning	Show your Learning (SYL) GCSE EXAM 15th May 2026	Using the classwork, research and prior knowledge: Success Criteria: - Apply the teachings and beliefs held by Orthodox and Reform Jews. - Provide detailed and specific explanations of these beliefs, including whether or not they have changed over the years. - Use the key vocabulary in your writing to demonstrate your knowledge and understanding of the topic.	Wk. 5	Homework: Revision questions Set: 11.05.2026 Due: 18.05.2026
Week 5 What makes us human – Jewish perspectives	To Identify and explore Jewish beliefs and teachings about what makes us human: created in God's image; Genesis 1:26-27 possess a soul or a divine spark, a spiritual dimension; Ecclesiastes 12:7 born with both a good, altruistic impulse (yetzer ha tov) and an evil or selfish impulse (yetzer hara) possess autonomy – free will which comes with moral responsibility; Genesis 3.	I can recall prior learning including scripture and apply this knowledge to new discoveries. I can ask questions to support my viewpoints, whilst evaluating my overall judgements. I can investigate complex problems and find solutions. I can construct and critique a range of viewpoints before making well supported evaluations.	Wk. 6	Homework: What makes us human. Set: 18.05.2026 Due: 22.05.2026