

Overview of Year Group Curriculum Information
for JFS Website 2016-17

Subject:

Jewish Studies Years 7- 9 and Religious Studies GCSE 10-11
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Key Stage 3			
YG	Autumn Term	Spring Term	Summer Term
Year 7	<ul style="list-style-type: none"> • Why study the Torah again • Relevance of the Torah to our lives • Creation of the world • Adam and Chava's sin • Kayin and Hevel • The Flood • The Tower of Bavel • How Avraham discovered Hashem • Avraham's journey to Canaan 	<ul style="list-style-type: none"> • Avraham's hospitality • Avraham's priorities • The destruction of Sedom • Akeidat Yitzchak • The death and burial of Sarah • Finding a wife for Yitzchak • Eliezer's test • The birth of Yaakov and Esav • The sale of the birthright • Yaakov receives the blessing of the firstborn • Esav's reaction • 	<ul style="list-style-type: none"> • Yaakov's dream • Yaakov's wedding • Lavan tricks Yaakov • Meaning behind names • Yaakov and Esav's reunion • Hashem's blessing • Yaakov's fight with Esav's angel • The death of Rachel • Yaakov's travels Why Yaakov favoured Yosef • Yosef's dreams • Why the brothers hated Yosef • The selling of Yosef • Yosef in jail •
Year 8	<ul style="list-style-type: none"> • The Bnei Yisrael in Egypt • Pharaoh's three decrees • The heroism of the midwives • The birth of Moshe • Moshe being placed on the Nile • The discovery of Moshe by Batya • Growing up in the palace • The taskmaster incident • Running away to Midyan • The burning bush • Pharaoh's refusal to free the Bnei Yisrael 	<ul style="list-style-type: none"> • The ten plagues • The Pesach offering of the lamb • The items on the Seder plate • The donation of gold & silver to the Bnei Yisrael • The Exodus from Egypt • Crossing of the Yam Suf • The Shira • Pesach 	<ul style="list-style-type: none"> • The giving of the Torah • The Ten Commandments • The Oral Torah • The Golden Calf • The counting of the Bnei Yisrael with the half shekel • The mann – its qualities and lessons we learn from it • The twelve spies • Korach's rebellion

<p>Year 9</p>	<ul style="list-style-type: none"> • Why society needs laws • The difference between a rule and a law • The Ten Commandments • Main laws for five other religions • The text of the first commandment • Main teachings of the Shema • Four theories of the existence of a creator • The text of the second commandment • Definition of idolatry • How idolatry began • Avram and the idols Midrash • Text of the third commandment • What type of oaths are and why • Kiddush and Chilul Hashem – what are they and how do they connect to the third commandment • Definition of Lashon Hara, what constitutes Lashon Hara and when is it permitted? • Who was the Chafetz Chaim? 	<ul style="list-style-type: none"> • The text of the fourth commandment • Zachor vs Shamor • The 39 melachot • Outline of Shabbat rituals and observances • Havdalah • The text of the fifth commandment • The Torah’s requirements of honouring parents • Parent’s responsibilities towards their children in halacha • The story of Dama Ben Netina • The text of the sixth commandment • Halachic laws about when one can take a life • Risk taking • UK law about guns and knives • Judaism and gun control • The text of the seventh commandment • What happens in other faiths’ wedding ceremonies • Forced marriages vs arranged marriages • • 	<ul style="list-style-type: none"> • The text of the eighth commandment • Definitions of theft • The Jewish view of theft • Hashovat Aveidah • Geneivat Daat • The text of the ninth commandment • What is an oath? • What constitutes lying? • The story of King Shlomo and the two women • Torah sources about lying • The text of the ninth commandment • What is an oath? • What constitutes lying? • The story of King Shlomo and the two women • Torah sources about lying • Mitzvot bein Adom le makom • Mitzvot bein Adom le chavero • The story of Hillel and Shammai • Achdut – Kamtza and Bar Kamtza • Kol Yisrael areivin zeh bazeh • The role of the Bet Din • Reflecting upon citizenship topics learnt from Years 7 - 9 • Reflecting upon students’ own progression from age 11 - 14 • The Jewish concept of Chesed and its connection to citizenship •
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Key Stage 4			
YG	Autumn Term	Spring Term	Summer Term
<p>Year 10</p>	<p>Beliefs and Sources of Authority</p> <ul style="list-style-type: none"> • Tenakh: Torah, Nevi'im, Ketuvim; • Talmud: Mishnah and gemara; • halakah: ongoing interpretation and application to changing situations (responsa, Bet Din, yeshiva). • Jewish concepts of God: 	<p>Festivals and Pilgrimage (Contd.)</p> <ul style="list-style-type: none"> • Western Wall • Yad Vashem <p>Justice and Equality</p> <ul style="list-style-type: none"> • The role and status of women – differences between orthodox and reform approaches; • prejudice and discrimination with 	<p>Family Life</p> <ul style="list-style-type: none"> • Ceremonies associated with birth and brit milah; • bar/bat mitzvah and bat chayil; • the importance of the family; • contribution of the synagogue to family life; • marriage ceremony and its significance; • ceremonies associated with death and mourning.

	<ul style="list-style-type: none"> • the unity of God; the Shema; • God as creator and sustainer; • God as law-giver and judge; • God as redeemer and sanctifier. • the Covenant: • Israel as God’s chosen people; • the Covenant and the land – Covenant with Abraham; • the centrality of the Torah (written and oral) to the Covenant; • the Messianic Age. <p>The Synagogue and Worship</p> <ul style="list-style-type: none"> • the leaders of the community with special reference to the rabbi and chazzan (cantor); • design and function; • features and symbols – bimah (reading platform), Aron hakodesh (ark), ner tamid (ever-burning light), menorah, Star of David; • daily prayer; • tallit and tefillin; • minyan. <p>Festivals And Pilgrimage</p> <ul style="list-style-type: none"> • Shabbat • Rosh Hashana • Yom Kippur • Pesach <ul style="list-style-type: none"> • Western Wall; • Yad Vashem (Holocaust Memorial). 	<p>reference to race, religion and the Jewish experience of persecution;</p> <ul style="list-style-type: none"> • suffering – Jewish attitudes, the Holocaust. <p>Personal Lifestyle</p> <ul style="list-style-type: none"> • Dietary laws – kosher and trefah, separation of milk and meat; • Shabbat observance; • mezuzah; • the work of the Bet Din; • wearing the kippah, orthodox dress. 	
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Year 11

Life and Death

- the sanctity of life;
- Jewish attitudes to abortion and euthanasia;
- Jewish attitudes to fertility issues – contraception, in vitro fertilisation (iVF), artificial insemination by the husband (AiH) or donor (AiD or Di);
- surrogacy (as an alternative to standard fertility treatments);
- bio-ethics – genetic engineering in designer babies, and saviour siblings;
- belief in immortality of the soul, resurrection and judgment.

The Environment

- the created world – reasons why it is valued by Jews;
- causes of pollution and conservation and Jewish attitudes to these;
- animal rights – care of animals, using animals for research;
- Stewardship

Wealth and Poverty

- causes of poverty – emergency and long term aid;
- the work of Jewish organisations and agencies in world development and the relief of poverty;
- detailed knowledge and understanding

Conflict and Suffering

- Jewish understanding of suffering – with reference to anti-Semitism;
- Jewish views about war – including disarmament, nuclear war, pacifism and terrorism;
- protest – different ways of protesting and reasons for protest;
- reconciliation

Crime and Punishment

- aims of punishment – deterrence, protection, reformation, reparation, retribution;
- types of punishment and impact of these on society and the individual, including fines, imprisonment, community service, death penalty (capital punishment);
- the teaching of the Torah on punishment;
- forgiveness;
- attitudes to the death penalty (capital punishment).

Relationships and Lifestyle

- the purposes of Jewish marriage and attitudes to marriage;
- Mikveh

Relationships and Lifestyle (Contd.)

- reasons why Jews divorce and divorce procedure;
- Jewish attitudes to divorce and remarriage;
- Jewish view of drugs

	<p>of the work of World Jewish relief and the principles on which its work is based;</p> <ul style="list-style-type: none">• ways in which Jewish communities in the UK work to relieve poverty and suffering;• practice of tzedaka (giving to charity) and kindness		
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