**Year 7 Autumn 1 SMSC**

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| **Subject** | **SMSC** |
| Title | *Introduction to Judaism* |
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| Success Criteria | **Strand A: Know about and understand** |
|  | **KPI 1 Students will know and understand the history of Judaism through the story of Abraham and Moses.** |
|  | a. Students will recognise some key religious symbols; the Menorah and Star of David. |
|  | b. Students will recognise some key religious words; Torah, Synagogue, Israel, worship |
|  | c. Students show understanding of the ways of belonging to Judaism and what they involve |
|  | d. Students will be able to identify what they find interesting or puzzling in the stories of Abraham and  Moses. |
|  | e. Students can recount the outlines of Abraham and Moses’ stories. |
|  | f. Students will be able to retell the stories of Abraham and Moses and identify some religious beliefs  and teachings. |
|  | g. Students recognise the mezuzah, kippa and tallit. |
|  | h. Students can identify the main features of the synagogue. |
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|  | **Strand B: Express and communicate** |
|  | **KPI 2 Students can make links between their own values, commitments and customs and those of Jewish believers.** |
|  | a. Students can identify what they find interesting or puzzling in the stories of Abraham and Moses. |
|  | b. Students will be able to retell the stories of Abraham and Moses and identify some religious beliefs  and teachings. |
|  | c. Students can make links between their own values and commitments and those of Jewish believers. |
|  | d. Students can compare aspects of their own experience with those of Jewish believers, and identify  the influences on their own lives. |
|  | e. Students can compare their own and other people’s ideas, with reference to Jewish believers, about  questions of meaning. |
|  | f. Students can make links between Jewish symbols, language and stories, and the beliefs and ideas that  underpin them. |
|  | g. Students can explain the symbolism and relevance of the mezuzah, kippa and tallit. |
|  | h. Students can explain the symbolism and function of the main features of a synagogue. |
|  | i. Students can explain how some beliefs and teachings are shared by Judaism, Islam and Christianity,  and how they make a difference to the lives of those individuals and communities. |
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|  | **Strand C: Gain & deploy skills** |
|  | **KPI 3 Students can evaluate Jewish and non-religious views on values, commitments and customs using appropriate evidence and examples including the Torah as a Jewish source of wisdom.** |
|  | 1. *Students can evaluate Jewish and non-religious views on questions of meaning and purpose using*   *appropriate evidence and examples. This must include The Torah as a Jewish Source of Wisdom.* |
|  | 1. *Students can evaluate Jewish and non-religious views on values and commitments using appropriate*   *evidence and examples. This must include The Torah as a Jewish Source of Wisdom.* |
|  | 1. *Students can ask questions about the significant experiences of Abraham and Moses and Jewish*   *believers, and suggest answers from their own or others’ experiences.* |
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