# Scheme of work

Introduction

This scheme of work offers a route through the A-level Religious Studies, Judaism (7062) specification.

It covers the specification in a logical order and suggests possible teaching and learning activities for each section of the specification.

The specification references are shown at the start of each section, whilst the learning outcomes indicate what most students should be able to achieve after the work is completed.

Timings have been suggested but are approximate. Teachers should select activities appropriate to their students and the curriculum time available.

The order is by no means prescriptive and there are many alternative ways in which the content could be organised.

The resources indicate those resources commonly available to schools, and other references that may be helpful. Resources are only given in brief and risk assessments should be carried out.

Assumed coverage

This scheme of work is based on 90 guided learning hours. (Based on 360 guided learning hours for the whole A-level course).

It allows eight weeks for the Year 1 AS content and a further eight weeks for the Year 2 content, leaving approximately four weeks for Dialogues.

**Contents**

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Version 1.1

April 2024

Topic

Sources of wisdom and authority.

**Suggested timing**

Week 1-2.

**Possible teaching and learning activities**

Students should understand:

* The meaning of the term Tenakh.
* The different denominational beliefs within Judaism regarding the nature and authority of the Tenakh (ie Orthodox Jewish belief in Divine Authorship and immutability). Absolute Word of God/progressive belief in human authorship inspired by God.
* Use of Tenakh in daily life, worship and as source of authority.
* The term ‘rabbi’ and how a rabbi is trained (emphasis on study of Halakha and Talmud).
* Role of rabbi within contemporary community – different roles, eg Synagogue (pastoral role), Communal (Halakhic and Educational), etc.
* Denominational differences regarding roles of rabbis and views on gender.

**Resources**

* Read: Solomon N, *Judaism a very short introduction*, Oxford.
* Read: Unterman A, *Jews: their religious beliefs and practices*, Sussex.
* Read: Cohn-Sherbok D, *Judaism, history belief and practice*, Routledge – there is also a [*Judaism history belief and practice* companion website](https://routledgetextbooks.com/textbooks/9781138912212/default.php).

Topic

God.

**Suggested timing**

Week 3-4.

**Possible teaching and learning activities**

* Introduction: explain to students that one cannot assume that all religious traditions necessarily understand religious language in the same way. The notion of a God has specific meanings within each tradition.
* Get students to define what they understand by God: arrive at a Jewish understanding of God.
* Start with covering the great monotheistic declaration, the Shema.
* Discuss:
  + What does the Tenakh say about Monotheism?
  + What type of God is suggested by the Shema?
* Read the thirteen principles. Which ones are about God directly? What other ideas are central to a Jewish world view?
* Look up passages where anthropomorphic language is used. Get students to explain the passages in their own words using the language in the text, then do the same avoiding any anthropomorphic words. How does the language in the text aid in understanding the narrative?
* Look up the prayer [Avinu Malkeinu](https://www.chabad.org/library/article_cdo/aid/4491743/jewish/Avinu-Malkeinu-HebrewEnglish-Text.htm). How does the use of King and Father aid or hinder the meaning of the prayer?
* According to Buber, what is the connection between relationships among human beings and the relationship between human beings and God?

**Resources**

* Watch the video: [YouTube – The case for God part 1](https://www.youtube.com/watch?v=VXPA0BGSWLI) (14.05 minutes).
* Watch the video: [YouTube – The case for God part 2](https://www.youtube.com/watch?v=el4vrYFI8UY) (14.50 minutes).
* Watch the video: [YouTube – Tabbi Lord Jonathan Sacks: Faith](https://www.youtube.com/watch?v=0ixGCAe58_A) (35.25 minutes).
* Read: [Sacred texts – The guide for the perplexed – Chapters 51-60](http://www.sacred-texts.com/jud/gfp/index.htm).
* Visit the website: [aish.com](http://www.aish.com)
* Watch the videos: [Jewish History Dot Org – Rabbi Berel Wein](https://www.youtube.com/user/JewishHistoryDotOrg).
* Read: Ariel DS, *What do Jews believe?*
* Read: Cohn-Sherbok D, *Judaism, history belief and practice*, Routledge.
* Read: Unterman A, *Jews: their religious beliefs and practices*, Sussex.
* Visit the website: [myjewishlearning.com](http://www.myjewishlearning.com)
* Read: [My Jewish Learning – The feminist critique of God language.](http://www.myjewishlearning.com/article/the-feminist-critique-of-god-language/)
* Read: [IEP – Martin Buber (1878-1965)](http://www.iep.utm.edu/buber/).
* Visit the website: [sparknotes.com](http://www.sparknotes.com).
* Watch the video: [YouTube – Buber in ten minutes](https://www.youtube.com/watch?v=16Cr82mLhkw) (10.38 minutes).

Topic

Self, death and afterlife.

**Suggested timing**

Week 5-6.

**Possible teaching and learning activities**

* Explain two perspectives when considering the topic of ‘meaning and purpose of life’:
  + The physical response to creation, ie to fulfil the terms of the Adamic covenant – to be fruitful, multiply and establish communities.
  + To form a spiritual relationship with God through adherence to the commandments – Halakha. An understanding of the term ‘ethical monotheism’ is useful.
* Reference to Maimonides for a very good understanding of Messiah (Mashiach).
* Eschatology – explore meaning of term with reference to Tenakh. Various references in Tenakh, including 1 Sam 28 11–20.
* Students should understand the meaning of the term Kabbalah in Jewish thought: reincarnation as part of the concept.

**Resources**

* Read: Cohn-Sherbok D, *Judaism, history belief and practice*, Routledge.
* Visit the website: [jewfaq.org](http://www.jewfaq.org/)
* Read: [IEP – Maimonides (1138-1204)](http://www.iep.utm.edu/maimonid/).
* Read: Torah, *Laws of kings and their wars*, Chapter 11.
* Read the daily prayer book.
* Visit the website: [chabad.org](http://www.chabad.org/)

Topic

Good conduct and key moral principles.

**Suggested timing**

Week 6-7.

**Possible teaching and learning activities**

* Discuss: What does the Mitzvah of Pikuach Nefesh suggest about the Jewish attitude to life?
* Define key terms; see the [Subject Specific Vocabulary](https://www.aqa.org.uk/resources/religious-studies/as-and-a-level/a-level/teach/subject-specific-vocabulary-judaism) resource.
* Students should understand the embryo and abortion debate. Opportunity to contrast with British law. When does life start?
* Teachers must make sure that Just War Theory is not muddled with the Jewish approach.
* Students should understand the source of Jewish attitudes to Stewardship. See Genesis chapters 1 and 2.
* Discuss:
  + How are Jewish attitudes shaped by the Creation narrative?
  + What are the limits of human behaviour?
  + Should there be limits?
  + How would Jews balance the dual tasks of work and protecting the world?

**Resources**

* Visit website: [jewishjournal.com](http://www.jewishjournal.com)
* Visit the website: [chabad.org](http://www.chabad.org)
* Visit the website: [ijs.org.au](http://www.ijs.org.au)
* Visit the website: [jlaw.com](http://www.jlaw.com)
* Read: [Jewish Law – How a rabbi decides a medical halacha issue](https://www.jlaw.com/Articles/decide.html).
* Read: Cohn-Sherbok D, *Judaism, history belief and practice*, Routledge, Chapter 89.
* Visit the website: [hadracha.org](http://www.hadracha.org/en)
* Read: [Hadracha – Sanctity of life and Pikuach Nefesh](http://www.hadracha.org/en/vw.asp?id=2651).
* Read: [BBC – Abortion](http://www.bbc.co.uk/ethics/abortion/).
* Visit: [aish.com](http://www.aish.com)
* Read: [Aish – Six fundamental values](http://www.aish.com/sem/wp/Part_1_Key_Values_for_a_Perfect_World.html).
* Watch the video: [YouTube – Rabbi Peretz B. Eichler – the sanctity of human life](https://www.youtube.com/watch?v=QIp3MNQLw54&index=5&list=PLcmpd_l0Ylu5RM3mHmMpsKaa1JsPoaRqI) (8.59 minutes).
* Read: [Chabad – Historic roots and current directions in bioethics](http://www.chabad.org/search/keyword_cdo/kid/17742/jewish/Shimon-Glick.htm).
* Visit the website: [simpletoremember.com](http://www.simpletoremember.com)
* Read: [JCPA – Jewish environmental studies: a new field](http://jcpa.org/article/jewish-environmental-studies-a-new-field/).
* Visit the website: [canfeinesharim.org](http://canfeinesharim.org/)

Topic

Expressions of religious identity.

**Suggested timing**

Week 7-8.

**Possible teaching and learning activities**

* How does keeping Kosher and dressing in line with Jewish modesty laws affect Jewish identity?
* Discuss statements such as:
  + ‘Festivals are important opportunities to strengthen Jewish identity.’
  + ‘Festivals, food and dress laws prevent a Jew from fully integrating into modern society.’
* Use videos that reflect the different styles of worship between Orthodox and Reform.
* Students need to understand how the synagogue developed as a replacement for Temple service. In modern times the synagogue building might have many uses apart from prayer. Do these other functions redefine what a synagogue is?

**Resources**

* Read: [Jewish Press – What does it mean to be Jewish?](http://www.jewishpress.com/indepth/opinions/what-does-it-mean-to-be-jewish/2013/08/08/)
* Visit the website: [haaretz.com](http://www.haaretz.com/)
* Read: [Haaretz – What should being Jewish mean today?](http://www.haaretz.com/opinion/.premium-1.580972)
* Read: [Chabad – What makes a Jew ‘Jewish’?](http://www.chabad.org/library/article_cdo/aid/45132/jewish/What-Makes-a-Jew-Jewish.htm)
* Watch the video: [YouTube – Rabbi Moshe Zeldman: What is a Jew?](https://www.youtube.com/watch?v=BCmHd_scHik) (5.27 minutes).
* Read Cohn-Sherbok D, *Judaism, history belief and practice*, Routledge.
* Read: Unterman A, *Jews: their religious beliefs and practices*, Sussex.

Topic

Judaism, gender and sexuality.

**Suggested timing**

Week 9-10.

**Possible teaching and learning activities**

* Discuss:
  + How have the traditional roles of men and women changed?
  + Why did these changes come about?
  + How are women’s lives different in secular societies?
* Explain the benefits of the changing roles for both men and women.
* Discuss:
  + Can a religion remain in a ‘time warp’?
  + Is it inevitable that religious traditions will be affected by changes in thinking in broader society?
  + What steps can religion take to prevent errosion of key values?
  + Is this a desirable way of thinking?
* Use the resources to create a timeline of the changing opinions regarding the ordination of women as Rabbis. List the different sides of the debate. To what extent is this debate related to the wider changes in the role of women in society?
* Are the women who want to become Rabbis motivated by sincere spirituality or are they victims of the feminist revolution?
* Use the [Jewish Orthodox Feminist Alliance website](https://www.jofa.org/) to learn about the work of the organisation.
* Explain the significance of marriage in Jewish thinking.
* Why has Judaism not developed a celibacy theology?
* Students should understand the nuanced attitude to same-sex relationships in Orthodox Judaism and how it is different to Reform Judaism’s perspective.
* Explore Jewish attitudes towards the transgender community.
* Explain how Adler’s progressive attitude to Judaism influences her attitudes towards gender.

**Resources**

* Read: [BSA Natcen – Attitudes to gender roles: change over time.](http://www.bsa.natcen.ac.uk/latest-report/british-social-attitudes-30/gender-roles/attitudes-to-gender-roles-change-over-time.aspx)
* Read: [University of Wisconsin-Madison – New study: changing roles benefit men and women](http://news.wisc.edu/new-study-changing-roles-benefit-men-and-women/).
* Read: [Aish – Men and women: Jewish view of gender differences](http://www.aish.com/ci/w/48955181.html).
* Read: [Women Priests – The role of women in Judaism](http://www.womenpriests.org/classic/sacks.asp).
* Read: [My Jewish Learning – Ordination of women as rabbis](http://www.myjewishlearning.com/article/ordination-of-women-as-rabbis/).
* Read: [The World – Can Orthodox Jewish women be rabbis?](https://www.pri.org/stories/2015-11-09/can-orthodox-jewish-women-be-rabbis)
* Read: [Jewish Telegraphic Agency – Women can be rabbis, in keeping with tradition](http://jewishweek.timesofisrael.com/women-can-be-rabbis-in-keeping-with-tradition/).
* Visit the website: [jewishencyclopedia.com](http://www.jewishencyclopedia.com/)
* Visit the website: [aish.com](http://www.aish.com)
* Read: [Reform Judaism – What does Reform Judaism say about homosexuality?](http://reformjudaism.org/practice/ask-rabbi/what-does-reform-judaism-say-about-homosexuality)
* Read: [Times of Israel – Orthodox rabbis wrestle with Jewish law and transgender issues](http://www.timesofisrael.com/orthodox-rabbis-wrestle-with-jewish-law-and-transgender-issues/).
* Read the article: [Jewish Journal– Orthodox rabbi addresses transgender issues](http://jewishjournal.com/culture/religion/182578/).
* Visit the website: [jwa.org](https://jwa.org)
* Read: [My Jewish Learning – Engendering Judaism](http://www.myjewishlearning.com/article/engendering-judaism/).
* Read: [Brandeis University – Engendering Judaism: an inclusive theology and ethics](https://www.brandeis.edu/projects/fse/judaism/lit-reviews/rachel-adler-engendering-judaism.html).

Topic

Judaism and science.

**Suggested timing**

Week 11-12.

**Possible teaching and learning activities**

* List the different attitudes expressed in the [‘How has Jewish thought influenced science?’ article](http://www.momentmag.com/jewish-thought-influenced-science/). Is there a connection between their religious affiliation and their attitude towards science?
* Explain how Judaism has responded to new scientific findings that might challenge traditional beliefs.
* Discuss:
  + Is religion about blind faith?
  + Can religion speak of knowledge and fact or are these terms only acceptable in the realm of science and mathematics?
  + How does contemplation of the natural world lead to belief in God? Link back to the argument by design
  + If Maimonides knew about Darwin or human genome studies, would he remain a believer?
  + How do some scholars utilise science to further religious teachings?
* Explain how some scholars are reading religious texts differently in light of scientific discoveries.
* Read the basic overview from the [BBC bitesize link](http://www.bbc.co.uk/schools/gcsebitesize/science/21c_pre_2011/evolution/theoryevolutionrev2.shtml). Describe Darwin’s theory in your own words.
* Are all scientific theories a challenge to Genesis chapters 1 and 2?
* Should a believing Jew make use of modern science to scan for genetic differences in unborn children or check genes before people have children?
* The final verses of the creation narrative state that creation was ‘very good’. Is genetic engineering a challenge to the quality of God’s creation?

**Resources**

* Read: [Boston University – Integrating science and religion: a Jewish perspective](https://www.bu.edu/mzank/STR/NSonIntegrating.htm).
* Visit the website: [aish.com](http://www.aish.com/)
* Visit the website: [nathanaviezer.com](https://www.nathanaviezer.com/) – Nathan Aviezer is Professor of Physics at Bar-Ilan University in Ramat-Gan, Israel. In addition to his scientific research, Aviezer has a long-standing involvement in the relationship between Torah and science.
* Read: [Simple to Remember – Q and A – Science and Judaism](http://www.simpletoremember.com/faqs/Science_and_Judaism.htm).
* Read: [Judaism and Science – What would Maimonides do?](https://www.judaismandscience.com/science-and-judaism-wwmd-what-would-maimonides-do/)
* Read: [Kol Hamevaser – The Jewish response to the theory of evolution](http://www.kolhamevaser.com/2016/02/the-jewish-response-to-the-theory-of-evolution/).
* Read: [Jewish Virtual Library – Judaism and evolution](http://www.jewishvirtuallibrary.org/judaism-and-evolution).
* Read: [My Jewish Learning – Science and medieval philosophy: Maimonides](http://www.myjewishlearning.com/article/science-and-medieval-philosophy-maimonides/)
* Read: [NCBI – The theory of evolution: a Jewish perspective](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3721658/).
* Read: [Jerusalem Center for Public Affairs – Jewish perspectives on genetic engineering by Akiva Wolff](http://www.jcpa.org/art/jep2.htm).
* Visit the website [jewishvirtuallibrary.org](http://www.jewishvirtuallibrary.org/)
* Read: [Jewish Virtual Library – Jewish medical ethics: genetic screening and genetic therapy](http://www.jewishvirtuallibrary.org/genetic-screening-and-genetic-therapy-in-judaism).

Topic

Judaism and the challenge of secularisation.

**Suggested timing**

Week 13-14.

**Possible teaching and learning activities**

* Begin with the [article from *The Guardian*](https://www.theguardian.com/commentisfree/belief/2009/jun/25/religion-atheism-ophelia-benson). Read each thinker’s response.
* Discuss:
  + Is religion about blind faith?
  + What are the strengths in religion?
  + What might secularisation offer?
  + What does it mean to be a secular Jew; isn’t Judaism predicated on a covenant with God?
  + Can individuals create their own definition of Judaism?
* Nehemiah 10:28-31 – for a better understanding of the text read the entire chapter, although only the final verses are on the specification.
* Discuss:
  + The Torah promises rain and an abundance of crops for obedience to the covenant. Does this not suggest that the Torah has a materialistic perspective on life?
  + How do modern Jews view riches and material possessions?
  + What is the Jewish attitude to money?
  + How might Tzedaka influence thinking on materialism?
* Summarise the different attitudes to Zionism. How might the different attitudes towards Zionism provide a response to secularisation?
* Discuss liberation theology.

**Resources**

* Read: [Jerusalem Center for Public Affairs – Interview with Rabbi David Ellenson – How modernity changed Judaism](http://jcpa.org/article/how-modernity-changed-judaism-interview-with-rabbi-david-ellenson/).
* Read: [Forward – Untangling the oxymoron of the secular Jew](http://forward.com/opinion/162290/untangling-the-oxymoron-of-the-secular-jew/).
* Read: [M L Satlow – Defining Judaism: accounting for “religions” in the study of religion](http://mlsatlow.com/wp-content/uploads/2011/07/Definingjudaismaccountingforreligions.pdf).
* Read: [My Jewish Learning – Jewish secularism: Is Jewish secularism possible?](http://www.myjewishlearning.com/article/jewish-secularism/)
* Watch the video: [TED talk – Richard Dawkins: Militant atheism](https://www.ted.com/talks/richard_dawkins_on_militant_atheism).
* Read: [The Guardian – AC Graylin: ‘How can you be a militant atheist? It's like sleeping furiously’](https://www.theguardian.com/books/2011/apr/03/grayling-good-book-atheism-philosophy).
* Read: [Ohr Somayach – Jewish survival by Rabbi Dovid Gottlieb](https://ohr.edu/ask_db/ask_main.php/198/Q2/).
* Read: [Jerusalem Center for Public Affairs – Jewish religious, ethnic and national identities](http://www.jcpa.org/dje/articles2/jewreleth.htm).
* Read: [Jewish Values Online – What specifically does Judaism say about money?](http://www.jewishvaluesonline.org/922)
* Watch the video: [YouTube – Rabbi Jonathan Sacks: Tzedakah defined](https://www.youtube.com/watch?v=meEK4dUf3Os) (2.23 minutes).
* Visit the website: [shapworkingparty.org.uk](http://www.shapworkingparty.org.uk/)
* Visit the website: [Shap Calendar Group – Journal index for 2003–2004: Wealth and poverty](http://www.shapworkingparty.org.uk/journals/index_0304.html).
* Read: [Jewish Virtual Library – Political Zionism](http://www.jewishvirtuallibrary.org/political-zionism).
* Read: [Jewish Virtual Library – Religious Zionism](https://www.jewishvirtuallibrary.org/religious-zionism).
* Read: [Digital Commons at Macalester – Jewish liberation theology](http://digitalcommons.macalester.edu/studentawards/6/).
* Visit the website: [rabbidavidrosen.net](https://www.rabbidavidrosen.net/)
* Read: [Rabbi David Rosen – Social justice in the Jewish tradition (2003)](https://www.rabbidavidrosen.net/wp-content/uploads/2016/02/Social-Justice-in-the-Jewish-Tradition.pdf).

Topic

Judaism, migration and religious pluralism.

**Suggested timing**

Week 15-16.

**Possible teaching and learning activities**

* Investigate where British Jews originate from.
* Cover what is meant by diversity within the Jewish community. How diverse is the British Jewish community?
* Discuss: Is there just one way of being Jewish?
* Explain what is meant by Pluralistic Judaism.
* Discuss:
  + Where are the areas of overlap between Pluralistic and Orthodox Judaism?
  + Can the two share a common platform? Does that imply acceptance?
  + What of Maimonides Thirteen Principles of Faith?
* Read Exodus chapters 19 and 20. Describe the context of the chosen people idea. How might this idea be misunderstood or manipulated by anti-semites? Is interfaith dialogue possible when one group believes they are the chosen people?
* Summarise the theology of Maybaum and Rubenstein. Do either provide an adequate theodicy? Make a list of problems.

**Resources**

* Visit the website: [historyofengland.net](http://www.historyofengland.net)
* Read: [BBC News – Q and A: Jews in Britain](http://news.bbc.co.uk/1/hi/5076900.stm).
* Read: [BBC – Jewish communities in London](http://www.bbc.co.uk/london/content/articles/2004/08/11/communities_jewish_feature.shtml).
* Read: [Institute for Jewish Policy Research – Jewish policy research report: A picture of the British Jewish community](http://archive.jpr.org.uk/download?id=3236).
* Read: [Bepress – Religious freedom as a basic human right: the Jewish perspective](http://law.bepress.com/taulwps/art47/).
* Read: [Berkley Center – Religious freedom and Judaism: an overview](https://berkleycenter.georgetown.edu/essays/religious-freedom-and-judaism-an-overview).
* Read: [Rabbi Barbara – Pluralistic Judaism](https://rabbibarbara.com/pluralistic-judaism/).
* Read: [Mesora – Is Judaism pluralistic?](http://www.mesora.org/PluralisticJudaism.htm)
* Read: [Cross Currents – The meaning of pluralism](https://cross-currents.com/2006/06/22/the-meaning-of-pluralism/).
* Read: [Rabbi Sacks – The concept of a chosen people](http://rabbisacks.org/faith-lectures-jewish-identity-the-concept-of-a-chosen-people/).
* Read: [Theos Think Tank – Freedom of expression and freedom of religion](http://www.theosthinktank.co.uk/publications/2015/10/19/freedom-of-religion-and-freedom-of-expression).
* Read: [Encyclopaedia – Holocaust: Jewish theological responses](http://www.encyclopedia.com/environment/encyclopedias-almanacs-transcripts-and-maps/holocaust-jewish-theological-responses).
* Read: [Academia – Theodicy and the Holocaust: a critical examination](http://www.academia.edu/5747947/THEODICY_AND_THE_HOLOCAUST_A_CRITICAL_EXAMINATION).
* Read: [The Way – Solomon N, *Jewish Holocaust theology*](http://www.theway.org.uk/back/37Solomon.pdf)*.*
* Read: Cohn-Sherbok D, *Holocaust Theology: A Reader*, 11 February 2002.